DOCUMENT RESUME

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IDENTIFIERS	PF Project

ABSTRACT

A teacher guide and six student workbooks are included in this supplementary writing program which provides daily writing practice in sentence and paragraph skills for children in grades 1-6. Sequentially arranged writing activities isolate and focus on those essential skills that children need to be successful with classroom writing. Using a mastery learning structure, each skill is presented and practiced over four daily lessons with a mastery test following the series of lessons. Students master writing skills in five essential areas: (1) basic sentence writing (capitalization, punctuation, subjects, and predicates); (2) sentence combining (compound subjects and predicates, compound sentences, and conjunctions); (3) correcting run-on sentences; (4) adding details (adjectives, adverbs, phrases, and clauses); and (5) paragraph writing (main idea sentences and detail sentences). The program also utilizes partner-correction and self-correction techniques to provide immediate feedback and reinforcement. In addition, students maintain their own daily progress chart. Objectives are clearly stated in each lesson and no separate manual or workbooks are needed. (Author/DC)

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BUILDING WRITING COMPETENCY

STEP
BY
STEP

MASTERY OF SENTENCE AND PARAGRAPH WRITING SKILLS

TEACHERS' HANDBOOK

CS 208019

A TITLE IV-C LANGUAGE PROJECT

RIO LINDA UNION SCHOOL DISTRICT

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PROJECT OVERVIEW

CATALOG NUMBER: FP 000 320

PROJECT TITLE: Building Writing Competency (1-6)

LOCAL EDUCATIONAL AGENCY:
Rio Linda Union School District

ABSTRACT:

Building Writing Competency, a supplementary writing program, provides daily writing practice in sentence and paragraph skills for children grades 1-6. Sequentially arranged writing activities isolate and focus on those essential skills that children need to be successful with classroom writing expectations. Using a mastery learning structure, each skill is presented and practiced over four daily lessons with a mastery test following the series of lessons. Building Writing Competency students master writing skills in five essential areas: 1) basic sentence writing skills (capitalization, punctuation, subjects, predicates), 2) sentence combining skills (compound subjects and predicates, compound sentences, conjunctions), 3) correcting run-on sentence skills, 4) adding detail skills (adjectives, adverbs, phrases, clauses), and 5) paragraph writing skills (main idea sentences, detail sentences). The program also utilizes partner/self correction techniques to provide immediate feedback and reinforcement. In addition, students maintain their own daily progress chart. Objectives are clearly stated in each lesson and no separate manual or workbooks are needed.

ADDRESS:
Building Writing Competency
Village Elementary School
6845 Larchmont Drive
North Highlands, CA 95660

CONTRACT: ESEA Title IV-C, #4229/6868
E/I 1982-1983

PUBLICATION DATE: 1982

STATUS: Active

DESCRIPTORS:
Demonstration Programs
Language Arts
Mastery Learning
Writing (Composition)

TARGET GROUP(S):
Elementary School Students
Elementary School Teachers

TEACHING METHODS:
Group Instruction
Mastery Learning

LEARNING ACTIVITIES:
Daily Practice
Paragraph Composition
Sentence Structure

PROJECT MATERIALS:

Catalog Number	Title	Site
FD 001 964	Building Writing Competency Level 1 (1)	C/N/S
FD 001 965	Building Writing Competency Level 2 (2)	C/N/S
FD 001 966	Building Writing Competency Level 3 (3)	C/N/S
FD 001 967	Building Writing Competency Level 4 (4)	C/N/S
FD 001 968	Building Writing Competency Level 5 (5)	C/N/S
FD 001 969	Building Writing Competency Level 6 (6)	C/N/S
FD 001 970	Building Writing Competency Teacher's Handbook (1-6)	C/N/S
VT/FM 000 379	Building Writing Competency Videotape Overview (1-6)	C/N/S

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STRATEGIES AND TECHNIQUES

BUILDING WRITING COMPETENCY lessons were developed, improved, and refined through trial under fire in classrooms. Teachers responsible for field testing the lessons devised, tested, and sharpened a series of instructional techniques and strategies that are crucial to the successful management of the BUILDING WRITING COMPETENCY program.

Many of these strategies were built into the lesson format. The following are the key external strategies and techniques utilized by project teachers. Although most of these strategies and techniques are part of an experienced teacher's repertoire, they are described here to insure their utilization by teachers from the very beginning of BUILDING WRITING COMPETENCY instruction.

1. Demand that all lesson requirements be met... at all times... by everyone. E.g., Once a capital letter rule is taught, never allow credit for any sentence that does not have the rule applied correctly.

2. Demand that skills taught and required in language lessons are required during ALL writing assignments. Writing skills are learned more quickly and more firmly if expectations for correct sentences are as uniform and consistent in a science lesson as in a language composition assignment.

3. Keep score! Have pupils fill out Student Record Sheets and take them home when completed. Use a chart for recording pupils' scores on daily lessons. Comment on day by day improvement as scores are collected.

   Establish an atmosphere that proves language learning and progress are important... an atmosphere that reflects pride of accomplishment. When children pass Mastery Tests, pass out Certificates quickly. Make their importance known through comments. Indicate the certificates are a signal of hard work and success. We save our mementos of accomplishments, awards, certificates, ribbons, report cards.

   Parents will do their job of encouragement when certificates are taken home.

4. This is a teacher directed program. Most groups will need the teacher involved in a "read along" role until Try It step. (See next item.) The Information Cave provides an exact model of the way children will apply the skill in writing sentences or paragraphs. Teachers should use the Information Cave to make sure children understand the assignment that will follow.

5. Try It step provides a quick checkpoint allowing teachers to assess each child's success with the skill. Teachers should be active and speedy while correcting each child's Try It. All project teachers were able to check each student's Try It work prior to continuing the lesson. Consequently, children do not carry mistakes or misinformation into the major part of the lesson. If you cannot get to every child to check the Try it, we recommend putting the correct answer to the Try It on the chalkboard. Remember, there is an exact prompt of at least one Try it item in the Information Cave.

6. The partner or self correcting step is an important part of the lesson and teachers should be firm in their resolve to establish correcting procedures that are part of daily activities. All work should be corrected and scored within the 20-35 minute period. This provides important daily feedback to children and teachers. In addition, teachers are relieved of the chore of correcting writing papers after school.

   Most primary teachers use the self correcting step. Children are given correcting sheets as they finish their Write It. They then follow the self correcting procedures. Teachers find it easy to recheck the child's self correcting and apply a score and a stamp or star to pupil's paper. Always make a comment about correcting ("Good Checking", "Oops, you did not check for capitals", etc.). Child's score is the number correct at point teacher checks.

   Intermediate teachers used partner correction. We can all predict the problems that will occur during the first few days of a pupil correcting another pupil's paper. However, this partner correction serves as such an important contribution to pupil learning, quick feedback and scoring, and to reduction of teacher workload, it is well worth extra teacher effort for the first few days of Building Writing Competency instruction. Alert children to the fact that it will take time, but inform them that partner correction is a very important way of learning still more about writing skills and EDITING SKILLS.

Explain ahead of time (and repeat if correcting discourse escalates) that questions and concerns should be deferred until after correcting is completed.

Then hold the discussion so that all pupils can listen, and participate, as you establish generalizations.

- Explain that if a sentence makes sense and follows the directions for the day, it will be counted as correct.
- Spot check as papers are being corrected. Take time to confront improper correcting.
- Continually support the importance of the correcting role and make sure that skillful correcting is as important as skillful work during the lesson.

LEARNING BEHAVIORS

BUILDING WRITING COMPETENCY is an intense, structured program. Teachers will realize that such programs require efficient, clearly described, and firmly maintained learning behaviors.

Quick Review for Beginning BUILDING WRITING COMPETENCY

Other than the general instructions in the Teacher's Handbook, all other information is included within each lesson.

The first page of each lesson, the STUDY PAGE, is a read along presentation and review of the skill. After reading about the skill in the OBJECTIVE and STUDY CHART, the main elements of the STUDY CHART are reviewed as children orally supply the key word of a statement.

The "read along" method continues for the first part of the second page, the PRACTICE PAGE. After covering the INFORMATION CAVE and the directions for the TRY IT, children work the TRY IT using the special tips included in the INFORMATION CAVE. Teacher checks for correct example and pupils perform WRITE IT step independently.

For self/partner correction review, see Strategies and Techniques in the Teacher's Handbook.

Note: Here is an example of one method for using the REVIEW IT step.

1. Teacher reads item using the word "blank" for the missing word or words.
2. After a 6 second pause to allow children to find missing word in the STUDY CHART, teacher reads item again, and snaps finger (or any cue or prompt) to cue children to respond orally with the missing word or words.
3. If response is weak, item can be repeated or discussed and then repeated.

Arrangement of Lessons:

1st Grade:	Lesson A, Correcting Page A, Lesson B, Correcting Page B, Lesson C, Correcting Page C, Lesson D, Correcting Page D, Mastery Test.
2nd Grade:	Series 1-11 - Pupil lessons, A/B Correcting Page, C/D Correcting Page, Mastery Test.
	Series 12-16 - Pupil lessons, A/B/C/D Correcting Page, Mastery Test.
3rd, 4th, 5th, 6th Grades:	Pupil lessons, A/B/C/D Correcting Page, Mastery Test.

INSTRUCTIONAL FEATURES OF BUILDING WRITING COMPETENCY

- Program focuses on sentence and paragraph writing skills.
    - Basic SENTENCE WRITING SKILLS (capitalization, punctuation, subjects, predicates)
    - SENTENCE COMBINING SKILLS (compound subjects and predicates, compound sentences, conjunctions)
    - CORRECTING RUN-ON SENTENCE SKILLS
    - ADDING DETAIL TO SENTENCE SKILLS (adjectives, adverbs, phrases, clauses)
    - PARAGRAPH WRITING SKILLS (main idea sentences, detail sentences)
- Program consists of 6 levels spanning grades 1-6.
- Each level consists of 16 weeks of daily instructional lessons.
- Each daily lesson can be completed during a 20-30 minute instructional period.
- Lessons are organized so that each skill is practiced in a series for four daily lessons and followed by a Mastery Test on the fifth day.
- Each lesson consists of one study page that introduces and explains the skill. The rehearsal and independent practice activities are on the other side of each daily lesson sheet.
- Each daily lesson contains a strategy and model examples for partner or self correction.
- The Mastery Test following each series of four daily lessons is corrected by the teacher or aide.
- Levels 1 and 2 are consumable; 3-6 are non-consumable.

CLASSROOM DESIGN

BUILDING WRITING COMPETENCY is most frequently used with an entire class, just as general textbook lessons are used. It is also used with one group within a classroom or with two groups totaling the entire classroom. These lessons have been used by Resource Teachers in a resource center arrangement and by teachers in special education classes with all or part of a class.

USING APPROPRIATE LEVELS OF BUILDING WRITING COMPETENCY

Although teachers most frequently select the appropriate level of BWC that corresponds to their grade level, other options that have been tried might prove useful to teachers and should be kept in mind.

Use of Placement Test

Placement Tests are a quick and simple way to collect information about the readiness of a class or group for a BWC level. Although most teachers did not feel the need to give Placement Tests, those who felt their class might have problems with grade level material did use the test to insure selecting the appropriate level.

The program is organized for cross-level use

As teachers examine the MASTER LIST OF SKILLS, or the actual lessons, they can see how a skill is sequenced through different levels. Each skill is sequenced through three, four, or five different levels with lower levels obviously containing more extensive, less difficult instructional presentations of the skill. Teachers are encouraged to select and use varying levels of any skill that are appropriate to the strengths and needs of the class or group.

A sixth grade teacher who realized the class was weak in understanding the sixth level subject and predicate lessons substituted 3rd level lessons. These lessons were slower paced and contained many more practice opportunities with subjects and predicates. After the class completed the six subject and predicate series from the third level, they moved easily back into the sixth level.

Using BUILDING WRITING COMPETENCY with academically advanced classes or groups

Teachers may not wish or be able to use a higher level with academically advanced classes or groups. During field testing, a few teachers with academically advanced classes preferred to change the pacing of the lessons rather than change the level of the lessons. If children were highly successful with the first one or two lessons in a series, two lessons would then be covered in one 30 minute period. Teachers would review quickly the earlier of two lessons and then work the second lesson in the regular manner.

Note: Accelerating the pacing was not possible on every series in any of the classrooms.

Building Writing Competency

Name ____________________

PLACEMENT TEST: PREREQUISITE LEVEL
Children should be able to copy at least 20 sounds or letters.
100% required for words and sentence.
Ready for LEVEL 1

Copy these small letters:

a b c d e f g h i j k l m

Copy these capital letters:

M N O P Q R S T U V W

Write these words:

man Man Susan ran run

Write this sentence:

I am at school.

Building Writing Competency Name ____________________

PLACEMENT TEST 2
4 mistakes or less: ready for
Level 2

Level : 1
End of Level Test
100% --- Mastery
Less than 100%
Recycling, Retesting

Write this sentence correctly.

1. the boy ran

Write this sentence correctly.

2. mrs smith is not here

Write this sentence correctly.

3. where is she

Write this sentence correctly.

4. today is april 4

Building Writing Competency

Name

PLACEMENT TEST 3
4 mistakes or less: ready for Level 3

Level : 2
End of Level Test
100% --- Mastery
Less than 100%
Recycling, Retesting

Write each sentence correctly.

1. today is september 4

2. mr jones is my teacher

3. today is september 4 1982

4. we live in california

5. where is mary

Building Writing Competency

Name ____________________

10

PLACEMENT TEST 4
4 mistakes or less: ready for Level 4

Level : 3
End of Level Test
100% --- Mastery
Less than 100%
Recycling, Retesting

Write each sentence correctly:

1. yesterday was the first day of september
2. my birthday is may 4 1964
3. we walked from watt ave to our house
4. is arnold at school today
5. where is mr jones
6. Choose one subject and one predicate from the list below. Use only the one subject and the one predicate to write a correct sentence.

   in the garage - The car - in the street - is noisy
   in the doghouse - The dog - on the corner - chases cats

Building Writing Competency

Name ____________________

PLACEMENT TEST 5
*4 mistakes or less: ready for Level 5

Level : 4
End of Level Test
100% --- Mastery
Less than 100%
Recycling, Retesting

1. Use a Wh-word (who, what, when, where, why) to write a question sentence with the words below. Be sure to write two sentences and do everything to make the question sentence correct.

   _________ wants to go fishing

   _________ is the best place to fish

2. Add a word or words to this sentence to tell more about "wind".

   The wind blew.

3. Use capitals and periods to correct this run-on mistake:

   mary took the test she passed

4. Use a "joining word" to correct this run-on mistake:

   the wind blew the sky cleared

5. Choose one subject and one predicate from the list of mixed words below. Use only the one subject and the one predicate to write a correct sentence.

   red and blue - The car - is noisy - in the garage

6. Using the sentence below as a Main Idea Sentence, add three more Detail Sentences to write a paragraph. Be sure to follow all rules for writing a paragraph correctly.

   Saturday I cleaned my room.

* Capitalization, spelling, and punctuation mistakes are counted except for spelling in item 6.

Building Writing Competency

Name ______________________________

PLACEMENT TEST 6
*4 mistakes or less: ready for
Level 6

Level : 5
End of Level Test
Less than 100%
Recycling, Retesting

1. Use a Wh-word (who, what, when, where, why) to change this telling sentence into a question sentence. Use correct punctuation and capitalization to write the sentence.

   we will leave at three o'clock

2. Correct this run-on by using a connecting word (conjunction).

   it turned cold the lake did not freeze

3. Add detail to this sentence by using an adjective to tell more about the noun.

   the children talked

4. Add detail to this sentence by telling more about the verb.

   the children talked

5. Choose one subject and one predicate from the list of mixed words below. Use only the one subject and the one predicate to write a correct sentence.

   red - blue - the - yesterday - over the fence
   the boat - then - moved slowly - on the lake

6. Write a paragraph with a Main Idea Sentence and three Detail Sentences. Use Detail Sentences that list examples to support the Main Idea Sentence.

* Capitalization, spelling, and punctuation mistakes are counted except for spelling in item 6.

MASTERY CERTIFICATE

TO

FOR PASSING BUILDING WRITING COMPETENCY
SERIES _____ MASTERY TEST.

Bigfoot

BUILDING WRITING COMPETENCY

NAME ______________________

STUDENT RECORD SHEET

BIGFOOT

14

A	B	C	D	MT	A	B	C	D	MT	A	B	C	D	MT	A	B	C	D	MT
All correct Perfect				1st try	All correct Perfect				1st try	All correct Perfect				1st try	All correct Perfect				1st try
Missed one				2nd try	Missed one				2nd try	Missed one				2nd try	Missed one				2nd try
Missed two or three				3rd try	Missed two or three				3rd try	Missed two or three				3rd try	Missed two or three				3rd try
Missed four or more					Missed four or more					Missed four or more					Missed four or more				

BUILDING WRITING COMPETENCY

An E.S.E.A. Title IV-C Language Program

Dear Parents:

Your child is beginning a supplementary language program that concentrates on sentence and paragraph writing skills. The program, BUILDING WRITING COMPETENCY, was developed through a federal act which provides funds and guidance to aid promising school curriculum pratices. BUILDING WRITING COMPETENCY has achieved excellent results in teaching the essential skills needed by children to succeed with day by day classroom writing assignments.

BUILDING WRITING COMPETENCY stresses the use of complete sentences and paragraphs as children study and practice writing skills. The most important part of each daily lesson requires children to practice writing both the skill and the entire sentence or paragraph in which the skill is needed. Practicing by writing entire sentences or paragraphs, rather than using cross outs, fill-ins, or underlining, is a powerful tool in helping children firmly learn and remember important writing skills.

□SPECIAL FEATURES OF BUILDING WRITING COMPETENCY□

- Children practice a skill for a series of four days and then take a MASTERY TEST to verify knowledge of the skill.
- Each daily lesson and MASTERY TEST requires that the skill be written using a complete sentence or paragraph.
- Children passing a MASTERY TEST receive a special take-home certificate.
- Each lesson emphasizes self-checking to train children to find and correct their own writing errors.
- BUILDING WRITING COMPETENCY is structured so that pupil assignments can be corrected immediately upon completion. This immediate feed-back increases learning rate and provides information to help children rectify immediately any skill weaknesses.

We know that parents are interested in their child's writing progress. Parent involvement encourages children by providing another strong indication that school is important.

Teacher
BUILDING WRITING COMPETENCY

BUILDING WRITING COMPETENCY

STEP
BY
STEP

MASTERY OF SENTENCE AND PARAGRAPH WRITING SKILLS

LEVEL 1

A TITLE IV-C LANGUAGE PROJECT

RIO LINDA UNION SCHOOL DISTRICT

Building Writing Competency

AN INTENSE WRITING PROGRAM MOVING CHILDREN STEP BY STEP TO MASTERY OF ESSENTIAL SENTENCE AND PARAGRAPH WRITING SKILLS.

LIST OF SKILLS FOR LEVEL 1

Each Series consists of four daily lessons followed by a Mastery Test.

• BASIC SENTENCE SKILLS •

Series 1	Writing Telling Sentences - Capitalization, Punctuation, Definition
Series 2	Writing Asking Sentences - Capitalization, Punctuation, Key Words
Series 3	Writing Asking Sentences - Capitalization, Punctuation, Key Words
Series 4	Writing Telling and Asking Sentences
Series 5	Capitalizing I and the Name of a Person or Pet
Series 6	Capitalizing Days of the Week and Using Them in Sentences
Series 7	Capitalizing Months
Series 8	Capitalizing Titles - Ms., Mrs., Mr., Dr.- Define and Punctuate
Series 9	Capitalizing Titles - As above with the addition of Miss.
Series 10	Sentence Parts - Subjects - Who Part
Series 11	Sentence Parts - Subjects - What Thing Part
Series 12	Sentence Parts - Predicates - Does What Part

Building Writing Competency

STUDY PAGE

Page 1
Level 1
Series 1
Practice A

OBJECTIVE

Step by step We will begin a sentence with a capital letter and end a telling sentence with a period.

STUDY IT

STUDY CHART

When we write a sentence, we begin the first word with a capital letter.

we will run and hide → We will run and hide.

When a sentence tells us something, it is called a telling sentence.

the cat plays → The cat plays.

We use a period (.) at the end of a telling sentence.

he ran → He ran.

We spell each word correctly and we leave a space between each word.

the kat plays → The cat plays.

REVIEW IT

1. When we write a sentence, we begin the first word with a capital ______.
2. When a sentence tells us something, it is called a telling ______.
3. What do we use at the end of a telling sentence? A ______.

TRY IT

'TRY IT'DIRECTIONS: Read the sentence. Begin the first word with a capital letter. Write the sentence. Leave a space between each word and spell each word correctly. End a telling sentence with a period.

T Capital letter help

the bus is big

CHECK IT

The bus is big.

STOP

Page 2
Level 1
Series 1
Practice A

Building Writing Competency

PRACTICE PAGE Name____________________

DIRECTIONS: Read the sentence.
Begin the first word with a capital letter.
Write the sentence. Leave a space between each word and spell each word correctly.
End a telling sentence with a period.

Capital letters you will use today.

T I J

1. the sun is hot

T

2. this is my bike

T

3. it is fun to ride

I

4. jill helps Nan read

J

Use for correcting page 2
Level 1
Series 1
Practice A

Building Writing Competency

'WRITE IT' CORRECTING BANK

1. Did you leave a space between each word?
2. Put your finger on the first word of your sentence. Now look at the correcting model and put your finger on the first word of that sentence. Did you begin the first word with a capital letter?
3. Point with your finger to check the spelling of each word in the sentence.
4. Point with your finger to see if you have ended a telling sentence with a period.

1. The sun is hot.

2. This is my bike.

3. It is fun to ride.

4. Jill helps Nan read.

Use for correcting page 4
Level 1
Series 1
Practice B

Building Writing Competency

'WRITE IT' CORRECTING BANK

1. Did you leave a space between each word?
2. Put your finger on the first word of your sentence. Now look at the correcting model and put your finger on the first word of that sentence. Did you begin the first word with a capital letter?
3. Point with your finger to check the spelling of each word in the sentence.
4. Point with your finger to see if you have ended a telling sentence with a period.

1. Ted is here.

2. We help Miss Jones.

3. Ducks are birds.

4. The red bird is big.

Building Writing Competency

STUDY PAGE

Page 3
Level 1
Series 1
Practice B

OBJECTIVE

Step by step we will begin a sentence with a capital letter and end a telling sentence with a period.

STUDY IT

STUDY CHART

When we write a sentence, we begin the first word with a capital letter.

he likes cake → He likes cake.

When a sentence tells us something, it is called a telling sentence.

the dog barks → The dog barks.

We use a period (.) at the end of a telling sentence.

i like to read → I like to read.

We spell each word correctly, and we leave a space between each word.

REVIEW IT

1. When we write a sentence, we begin the first word with a ________ letter.
2. When a sentence tells us something, it is called a ________ sentence.
3. We use a period at the end of a ________ sentence.

TRY IT

'TRY IT' DIRECTIONS: Read the sentence. Begin the first word with a capital letter. Write the sentence. Leave a space between each word and spell each word correctly. End a telling sentence with a period.

H Capital letter help.

he prints well

H

CHECK IT He prints well.

STOP

Page 4
Level 1
Series 1
Practice B

Building Writing Competency

PRACTICE PAGE

Name________________________

DIRECTIONS: Read the sentence.
Begin the first word with a capital letter.
Write the sentence. Leave a space between
each word and spell each word correctly.
End a telling sentence with a period.

Capital letters you will use today.

T W D

1. ted is here

T

2. we help Miss Jones

W

3. ducks are birds

D

4. the red bird is big

T

Building Writing Competency

STUDY PAGE

Page 5
Level 1
Series 1
Practice C

OBJECTIVE

Step by step we will begin a sentence with a capital letter and end a telling sentence with a period.

STUDY IT

STUDY CHART

When we write a sentence, we begin the first word with a capital letter.

the horse is big → The horse is big.

When a sentence tells us something, it is called a telling sentence.

he paints cars → He paints cars.

We use a period (.) at the end of a telling sentence.

we clap our hands → We clap our hands.

We spell each word correctly, and we leave a space between each word.

REVIEW IT

1. When we write a sentence, we begin the first word with a _______ letter.
2. When a sentence tells us something, it is called a _______ sentence.
3. We use a period at the end of a _______ sentence.

TRY IT

'TRY IT' DIRECTIONS: Read the sentence. Begin the first word with a capital letter. Write the sentence. Leave a space between each word and spell each word correctly. End a telling sentence with a period.

S Capital letter help.

she fell down

S

CHECK IT

She fell down.

STOP

Page 6
Level 1
Series 1
Practice C

Building Writing Competency

PRACTICE PAGE

Name____________________________

DIRECTIONS: Read the sentence.
Begin the first word with a capital letter.
Write the sentence. Leave a space between
each word and spell each word correctly.
End a telling sentence with a period.

Capital letters you will use today.

T - H -

1. the cow looked at us

T

2. he dug a hole

H

3. this is an ant

T

4. the rope is long

T

Use for correcting page 6
Level 1
Series 1
Practice C

Building Writing Competency

'WRITE IT' CORRECTING BANK

1. Did you leave a space between each word?
2. Put your finger on the first word of your sentence. Now look at the correcting model and put your finger on the first word of that sentence. Did you begin the first word with a capital letter?
3. Point with your finger to check the spelling of each word in the sentence.
4. Point with your finger to see if you have ended a telling sentence with a period.

1. The cow looked at us.

2. He dug a hole.

3. This is an ant.

4. The rope is long.

Use for correcting page 8
Level 1
Series 1
Practice D

Building Writing Competency

'WRITE IT' CORRECTING BANK

1. Did you leave a space between each word?
2. Put your finger on the first word of your sentence. Now look at the correcting model and put your finger on the first word of that sentence. Did you begin the first word with a capital letter?
3. Point with your finger to check the spelling of each word in the sentence.
4. Point with your finger to see if you have ended a telling sentence with a period.

1. The shark is big.

2. We ate some cake.

3. I like my sister.

4. Mother kissed me.

Building Writing Competency

STUDY PAGE

Page 7
Level 1
Series 1
Practice D

OBJECTIVE

Step by step we will begin a sentence with a capital letter and end a telling sentence with a period.

STUDY IT

STUDY CHART

When we write a sentence, we begin the first word with a capital letter.

the seal barks → The seal barks.

When a sentence tells us something, it is called a telling sentence.

our school is nice → Our school is nice.

We use a period (.) at the end of a telling sentence.

the sky is blue → The sky is blue.

We spell each word correctly, and we leave a space between each word.

i cn skate → I can skate.

REVIEW IT

1. When we write a sentence, we begin the first word with a ______ letter.
2. When a sentence tells us something, it is called a ______ sentence.
3. We use a period at the end of a ______ sentence.

'TRY IT' DIRECTIONS: Read the sentence. Begin the first word with a capital letter. Write the sentence. Leave a space between each word and spell each word correctly. End a telling sentence with a period.

TRY IT

W Capital letter help

we are happy

⇧ ⇩ ⇧

CHECK IT We are happy.

STOP

Page 8
Level 1
Series 1
Practice D

Building Writing Competency

PRACTICE PAGE

Name________________________

DIRECTIONS: Read the sentence.
Begin the first word with a capital letter.
Write the sentence. Leave a space between each word and spell each word correctly.
End a telling sentence with a period.

Capital letters you will use today.

T W I M

1. the shark is big

T

2. we ate some cake

W

3. i like my sister

I

4. mother kissed me

M

Building Writing Competency

MASTERY TEST

Name________________________

Read the sentence. Begin the first word with a capital letter. End a telling sentence with a period.

Capital letters you will use today.

T H I M

1. the sun is hot

2. he dug a hole

3. i like my sister

4. mother kissed me

Building Writing Competency

STUDY PAGE

Page 10
Level 1
Series 2
Practice A

OBJECTIVE

Step by step we will learn to write asking sentences.

STUDY IT

STUDY CHART

This sentence asks something. Who is here?

It is an asking sentence. We begin the first word of an ASKING SENTENCE with a capital letter. We end it with a question mark (?).

Today we will write sentences using two words that often begin asking sentences: Who and What.

who is ready → Who is ready?
what time is it → What time is it?

When a question asks who, the answer is a person.

When a question asks what, the answer is a thing.

We spell each word correctly, and we leave a space between each word.

is he heer → Is he here?

REVIEW IT

1. We begin the first word of an asking sentence with a capital ____.
2. An asking sentence ends with a question ____.
3. When a question asks who, the answer is a ______.
4. When a question asks what, the answer is a _____.

TRY IT

'TRY IT' DIRECTIONS: Read the sentence. Begin the first word with a capital letter. If the sentence asks a question, end it with a question mark (?).

what color is it

CHECK IT What color is it?

STOP

Page 11
Level 1
Series 2
Practice A

Building Writing Competency

PRACTICE PAGE

Name____________________________

'WRITE IT' DIRECTIONS: Read the sentence. Begin the first word with a capital letter. If the sentence asks a question, end it with a question mark (?). Spell each word correctly and leave a space between each word.

Capital letter you will be using today.

W

1. who ate the cake

W

2. what is your name

W

3. who rode the horse

W

4. what is he doing

W

Use for correcting page 11
Level 1
Series 2
Practice A

Building Writing Competency

'WRITE IT' CORRECTING BANK

1. Did you leave a space between each word?
2. Put your finger on the first word of your sentence. Now look at the correcting model and put your finger on the first word of that sentence. Did you begin the first word with a capital letter?
3. Point with your finger to check the spelling of each word in the sentence.
4. Point with your finger to check if you have ended an asking sentence with a question mark.

1. Who ate the cake?

2. What is your name?

3. Who rode the horse?

4. What is he doing?

Use for correcting page 13
Level 1
Series 2
Practice B

Building Writing Competency

'WRITE IT' CORRECTING BANK

1. Did you leave a space between each word?
2. Put your finger on the first word of your sentence. Now look at the correcting model and put your finger on the first word of that sentence. Did you begin the first word with a capital letter?
3. Point with your finger to check the spelling of each word in the sentence.
4. Point with your finger to check if you have ended an asking sentence with a question mark.

1. When do we write?

2. Where do you live?

3. When does the seal eat?

4. Where is the paper?

Building Writing Competency

STUDY PAGE

OBJECTIVE

Step by step we will learn to write asking sentences.

STUDY IT

STUDY CHART

This sentence asks something. Where is the book?

It is an asking sentence. We begin the first word of an ASKING SENTENCE with a capital letter. We end it with a question mark (?).

Today we will write sentences using two words that often begin asking sentences: When and Where.

when do we eat → When do we eat?
where is he → Where is he?

When asks about time.

Where asks about place.

We spell each word correctly, and we leave a space between each word.

REVIEW IT

1. We begin the first word of an asking sentence with a capital .
2. An asking sentence ends with a question ____.
3. When asks about ____.
4. Where asks about ____.

TRY IT

'TRY IT' DIRECTIONS: Read the sentence. Begin the first word with a capital letter. If the sentence asks a question, end it with a question mark (?).

when does it snow

CHECK IT

When does it snow?

STOP

Page 13
Level 1
Series 2
Practice B

Building Writing Competency

PRACTICE PAGE
'WRITE IT' DIRECTIONS: Read the sentence. Begin the first word with a capital letter. If the sentence asks a question, end it with a question mark (?). Spell each word correctly and leave a space between each word.

Name____________________

Capital letter you will be using today.

W

1. when do we write

W

2. where do you live

W

3. when does the seal eat

W

4. where is the paper

W

Building Writing Competency

STUDY PAGE

Page 14
Level 1
Series 2
Practice C

OBJECTIVE

Step by step we will learn to write asking sentences.

STUDY IT

STUDY CHART

This sentence asks something. Why is it hot?

It is an asking sentence. We begin the first word of an ASKING SENTENCE with a capital letter. We end it with a question mark (?).

Today we will write sentences using two words that often begin asking sentences: Why and How.

why is it hot → Why is it hot?

how does this open → How does this open?

Why asks for a reason.

How asks about a way to do something.

We spell each word correctly, and we leave a space between each word.

REVIEW IT

1. We begin the first word of an asking sentence with a capital ______.
2. An asking sentence ends with a ______ mark.
3. Why asks for a ______.
4. How asks about a way to do ______.

TRY IT

'TRY IT' DIRECTIONS: Read the sentence. Begin the first word with a capital letter. If the sentence asks a question, end it with a question mark (?).

how big is it

CHECK IT

How big is it ?

STOP

Page 15
Level 1
Series 2
Practice C

Building Writing Competency

PRACTICE PAGE

Name

'WRITE IT' DIRECTIONS: Read the sentence. Begin the first word with a capital letter. If the sentence asks a question, end it with a question mark (?). Spell each word correctly and leave a space between each word.

Capital letters you will be using today.

W H

1. why does she cry

W

2. how old are you

H

3. why did the bell ring

W

4. how does it work

H

Building Writing Competency

Use for correcting page 15
Level 1
Series 2
Practice C

'WRITE IT' CORRECTING BANK

1. Did you leave a space between each word?
2. Put your finger on the first word of your sentence. Now look at the correcting model and put your finger on the first word of that sentence. Did you begin the first word with a capital letter?
3. Point with your finger to check the spelling of each word in the sentence.
4. Point with your finger to check if you have ended an asking sentence with a question mark.

1. Why does she cry ?

2. How old are you ?

3. Why did the bell ring ?

4. How does it work ?

Use for correcting page 17
Level 1
Series 2
Practice D

Building Writing Competency

'WRITE IT' CORRECTING BANK

1. Did you leave a space between each word?
2. Put your finger on the first word of your sentence. Now look at the correcting model and put your finger on the first word of that sentence. Did you begin the first word with a capital letter?
3. Point with your finger to check the spelling of each word in the sentence.
4. Point with your finger to check if you have ended an asking sentence with a question mark.

1. Who has the ball?

2. What color is it?

3. When did you get it?

4. Where is the bat?

Building Writing Competency

STUDY PAGE

Page 16
Level 1
Series 2
Practice D

OBJECTIVE

Step by step we will learn to write asking sentences.

STUDY IT

STUDY CHART

This sentence asks something. Who did this?

It is an asking sentence. We begin the first word of an ASKING SENTENCE with a capital letter. We end it with a question mark (?).

Today we will write asking sentences that begin with who, what, when, and where.

who has the ball → Who has the ball?
when does he come home → When does he come home?
what shall we do → What shall we do?
where is the bus → Where is the bus?

When a question asks who, the answer is a person.

When a question asks what, the answer is a thing.

When asks about time.

Where asks about place.

REVIEW IT

1. We begin the first word of an asking sentence with a capital ____.
2. An asking sentence ends with a question ____.
3. When a question asks who, the answer is a ______.
4. When a question asks what, the answer is a ______.
5. When asks about ____.
6. Where asks about ______.

TRY IT

'TRY IT' DIRECTIONS: Read the sentence. Begin the first word with a capital letter. If the sentence asks a question, end it with a question mark (?).

what day is it

W

CHECK IT

What day is it?

STOP

Building Writing Competency

PRACTICE PAGE

Name____________________________

'WRITE IT' DIRECTIONS: Read the sentence. Begin the first word with a capital letter. If the sentence asks a question, end it with a question mark (?). Spell each word correctly and leave a space between each word.

Capital letter you will be using today.

W

1. who has the ball

W

2. what color is it

W

3. when did you get it

W

4. where is the bat

W

Page 18
Level 1
Series 2
MASTERY TEST

Building Writing Competency

MASTERY TEST

Name__________________________

Read the sentence. Begin the first word with a capital letter. If the sentence asks a question, end it with a question mark.

Capital letter you will use today.

W H

1. what is your name

2. how old are you

3. when do we write

4. who has the ball

Building Writing Competency

STUDY PAGE

Page 19
Level 1
Series 3
Practice A

OBJECTIVE

Step by step we will learn to write asking sentences.

STUDY IT — STUDY CHART

This sentence asks something. Is it a bug?

It is an asking sentence. We begin the first word of an ASKING SENTENCE with a capital letter. We end it with a question mark (?).

Today we will write sentences using these words to begin asking sentences: Is, Does, and Has.

is it yours → Is it yours?
does it fly → Does it fly?
has he hit the ball → Has he hit the ball?

When a question begins with Is, Does, or Has, it can be answered with yes or no.

REVIEW IT

1. We begin the first word of an asking sentence with a capital ______
2. An asking sentence ends with a question ____.
3. When a question begins with Is, Does, or Has, it can be answered with yes or __.

TRY IT 'TRY IT' DIRECTIONS: Read the sentence. Begin the first word with a capital letter. If the sentence asks a question, end it with a question mark (?).

is the cow black

CHECK IT Is the cow black?

STOP

Page 20
Level 1
Series 3
Practice A

Building Writing Competency

PRACTICE PAGE

Name____________________________

'WRITE IT' DIRECTIONS: Read the sentence. Begin the first word of the sentence with a capital letter. If the sentence asks a question, end it with a question mark.

Capital letters you will use today.

I D H

1. is your work done

I

2. does Bill know

D

3. has he read it

H

4. is she playing

I

Use for correcting page 20
Level 1
Series 3
Practice A

Building Writing Competency

'WRITE IT' CORRECTING BANK

1. Did you leave a space between each word?
2. Put your finger on the first word of your sentence. Now look at the correcting model and put your finger on the first word of that sentence. Did you begin the first word with a capital letter?
3. Point with your finger to check the spelling of each word in the sentence.
4. Point with your finger to check if you have ended an asking sentence with a question mark.

1. Is your work done?

2. Does Bill know?

3. Has he read it?

4. Is she playing?

Use for correcting page 22
Level 1
Series 3
Practice B

Building Writing Competency

'WRITE IT' CORRECTING BANK

1. Did you leave a space between each word?
2. Put your finger on the first word of your sentence. Now look at the correcting model and put your finger on the first word of that sentence. Did you begin the first word with a capital letter?
3. Point with your finger to check the spelling of each word in the sentence.
4. Point with your finger to check if you have ended an asking sentence with a question mark.

1. Where is the farm?

2. Who is going there?

3. What will we see?

4. Does it have horses?

Building Writing Competency
STUDY PAGE

Page 21
Level 1
Series 3
Practice B

OBJECTIVE

Step by step we will learn to write asking sentences.

STUDY IT

STUDY CHART

This sentence asks something. Where is the boy?

It is an asking sentence. We begin the first word of an ASKING SENTENCE with a capital letter. We end it with a question mark (?).

Today we will write asking sentences using some of these words:

Does, Has, Who, What, and Where.

does it cry → Does it cry?
has it a toy → Has it a toy?
who has a cat → Who has a cat?
what time is it → What time is it?
where is it → Where is it?

When a question begins with Is, Does, or Has, it can be answered with a yes or no.

REVIEW IT

1. We begin the first word of an asking sentence with a ______ letter.
2. An asking sentence ends with a _______ mark.
3. When a question begins with Is, Does, or Has, it can be answered with yes or __.

TRY IT

'TRY IT' DIRECTIONS: Read the sentence. Begin the first word with a capital letter. If the sentence asks a question, end it with a question mark (?).

has the bus come

CHECK IT

Has the bus come?

STOP

Page 22
Level 1
Series 3
Practice B

Building Writing Competency

PRACTICE PAGE

Name__________________________

'WRITE IT' DIRECTIONS: Read the sentence. Begin the first word of the sentence with a capital letter. If the sentence asks a question, end it with a question mark.

Capital letters you will use today.

W D

1. where is the farm

W

2. who is going there

W

3. what will we see

W

4. does it have horses

D

Building Writing Competency

STUDY PAGE

Page 23
Level 1
Series 3
Practice C

OBJECTIVE

Step by step we will learn to write asking sentences.

STUDY IT

STUDY CHART

This sentence asks something. When will we eat?

It is an asking sentence. We begin the first word of an ASKING SENTENCE with a capital letter. We end it with a question mark (?).

Today we will write asking sentences using some of these words:

Is, Does, Has, When, and Why.

is baseball fun → Is baseball fun?
does she play fair → Does she play fair?
has the team won → Has the team won?
when do we play → When do we play?
why does he run → Why does he run?

When a question begins with Is, Does, or Has, it can be answered with a yes or no.

REVIEW IT

1. We begin the first word of an asking sentence with a ______ letter.
2. An asking sentence ends with a ______ mark.
3. When a question begins with Is, Does, or Has, it can be answered with ___ or no.

TRY IT

'TRY IT' DIRECTIONS: Read the sentence. Begin the first word with a capital letter. If the sentence asks a question, end it with a question mark (?).

does it swim

CHECK IT

Does it swim?

STOP

Page 24
Level 1
Series 3
Practice C

Building Writing Competency

PRACTICE PAGE

'WRITE IT' DIRECTIONS: Read the sentence. Begin the first word of the sentence with a capital letter. If the sentence asks a question, end it with a question mark.

Name____________________

Capital letters you will use today.

W I H

1. why are barns red

W

2. when do cows eat

W

3. is the hay green

I

4. has the horse run

H

Use for correcting page 24
Level 1
Series 3
Practice C

Building Writing Competency

'WRITE IT' CORRECTING BANK

Correcting Steps:

1. Did you leave a space between each word?
2. Put your finger on the first word of your sentence. Now look at the correcting model and put your finger on the first word of that sentence. Did you begin the first word with a capital letter?
3. Point with your finger to check the spelling of each word in the sentence.
4. Point with your finger to check if you have ended an asking sentence with a question mark.

1. Why are barns red?

2. When do cows eat?

3. Is the hay green?

4. Has the horse run?

Use for correcting page 26
Level 1
Series 3
Practice D

Building Writing Competency

'WRITE IT' CORRECTING BANK

1. Did you leave a space between each word?
2. Put your finger on the first word of your sentence. Now look at the correcting model and put your finger on the first word of that sentence. Did you begin the first word with a capital letter?
3. Point with your finger to check the spelling of each word in the sentence.
4. Point with your finger to see if you have ended a telling sentence with a period or an asking sentence with a question mark.

1. Who washes dishes?

2. Where is the spoon?

3. Is the pot clean?

4. Does it have a lid?

Building Writing Competency

STUDY PAGE

Page 25
Level I
Series 3
Practice D

OBJECTIVE

Step by step we will learn to write asking sentences.

STUDY IT

STUDY CHART

This sentence asks something. Is it a bug?

It is an asking sentence. We begin the first word of an ASKING SENTENCE with a capital letter. We end it with a question mark (?).

Today we will write asking sentences using some of these words:

Is, Does, Who, What, and Where.

is there dessert → Is there dessert?
who cooks dinner → Who cooks dinner?
what will we eat → What will we eat?

When a question begins with Is, Does, or Has, it can be answered with a yes or no.

REVIEW IT

1. We begin the first word of an asking sentence with a ______ letter.
2. Does an asking sentence end with a question mark? ___.
3. When a question begins with Is, Does, or Has, it can be answered with yes or __.

TRY IT

'TRY IT' DIRECTIONS: Read the sentence. Begin the first word with a capital letter. If the sentence asks a question, end it with a question mark (?).

what do you like

CHECK IT What do you like ?

STOP

Page 26
Level 1
Series 3
Practice D

Building Writing Competency

PRACTICE PAGE

Name______________________

'WRITE IT' DIRECTIONS: Read the sentence. Begin the first word of the sentence with a capital letter. If the sentence asks a question, end it with a question mark.

Capital letters you will use today.

W I D

1. who washes dishes

W

2. where is the spoon

W

3. is the pot clean

I

4. does it have a lid

D

Page 27
Level 1
Series 3
MASTERY TEST

Building Writing Competency

MASTERY TEST

Name________________________

Read the sentence. Begin the first word of the sentence with a capital letter. End an asking sentence with a question mark.

Capital letters you will use today.

I H D W

1. is the hay green

2. has the horse run

3. does it swim

4. who washes dishes

Building Writing Competency

STUDY PAGE

Page 28
Level 1
Series 4
Practice A

OBJECTIVE

Step by step we will write telling and asking sentences using a capital letter to begin the first word. We will use a period to end a telling sentence or a question mark to end an asking sentence.

STUDY IT

STUDY CHART

We begin the first word of a sentence with a capital letter. If the sentence tells something, we use a period at the end of the sentence.

the stove is hot → The stove is hot.
bill cooks lunch → Bill cooks lunch.

If the sentence asks us something, we use a question mark at the end of the sentence.

how old are you → How old are you?
is the money yours → Is the money yours?

We have learned some words which begin sentences that ask something. These words are:

who what when where why
how is does has

REVIEW IT

1. We begin the first word of a sentence with a capital _____.
2. If the sentence tells us something, we use a period at the end of the _______.
3. If the sentence asks us something, we use a question mark at the end of the ________.
4. We have learned some words which begin sentences that ___ something. What are these words?

TRY IT

DIRECTIONS FOR 'TRY IT': Read the sentence. Begin the first word of the sentence with a capital letter. If the sentence tells something, end it with a period. If the sentence asks something, end it with a question mark.

is the frog cold

CHECK IT

Is the frog cold?

STOP

Page 29
Level 1
Series 4
Practice A

Building Writing Competency

PRACTICE PAGE

Name____________________________

DIRECTIONS FOR 'WRITE IT': Read the sentence. Begin the first word of the sentence with a capital letter. If the sentence tells something, end it with a period. If the sentence asks something, end it with a question mark.

Capital letters you will use today.

T W I

1. this is the pond

T

2. what is in it

W

3. i see frogs

I

4. is there a fish

I

Use for correcting page 29
Level 1
Series 4
Practice A

Building Writing Competency

'WRITE IT' CORRECTING BANK

1. Did you leave a space between each word?
2. Put your finger on the first word of your sentence. Now look at the correcting model and put your finger on the first word of that sentence. Did you begin the first word with a capital letter?
3. Point with your finger to check the spelling of each word in the sentence.
4. Point with your finger to see if you have ended a telling sentence with a period or an asking sentence with a question mark.

1. This is the pond.

2. What is in it?

3. I see frogs.

4. Is there a fish?

Use for correcting page 31
Level 1
Series 4
Practice B

Building Writing Competency

'WRITE IT' CORRECTING BANK

1. Did you leave a space between each word?
2. Put your finger on the first word of your sentence. Now look at the correcting model and put your finger on the first word of that sentence. Did you begin the first word with a capital letter?
3. Point with your finger to check the spelling of each word in the sentence.
4. Point with your finger to see if you have ended a telling sentence with a period or an asking sentence with a question mark.

1. Does the horse eat hay?

2. He likes apples.

3. The hens lay eggs.

4. How does the dog help?

Building Writing Competency

STUDY PAGE

Page 30
Level 1
Series 4
Practice B

OBJECTIVE

Step by step we will write telling and asking sentences using a capital letter to begin the first word. We will use a period to end a telling sentence or a question mark to end an asking sentence.

STUDY IT

STUDY CHART

We begin the first word of a sentence with a capital letter. If the sentence tells something,we use a period at the end of the sentence.

i like pie → I like pie.

If the sentence asks us something,we use a question mark at the end of the sentence.

where is my fork → Where is my fork?

We have learned some words which begin sentences that ask something. These words are:

who what when where why

how is does has

REVIEW IT

1. We begin the first word of a sentence with a capital _____.
2. If the sentence tells us something, we use a period at the end of the _______.
3. If the sentence asks something, we use a question mark at the end of the _______.
4. We have learned some words which begin sentences that ____ something. What are these words?

TRY IT

DIRECTIONS FOR 'TRY IT': Read the sentence. Begin the first word of the sentence with a capital letter. If the sentence tells something, end it with a period. If the sentence asks something, end it with a question mark.

the farm is big

CHECK IT

The farm is big.

STOP

Page 31
Level 1
Series 4
Practice B

Building Writing Competency

PRACTICE PAGE

Name

DIRECTIONS FOR 'WRITE IT': Read the sentence. Begin the first word of the sentence with a capital letter. If the sentence tells something, end it with a period. If the sentence asks something, end it with a question mark.

Capital letters you will use today.

D H T

1. does the horse eat hay

2. he likes apples

3. the hens lay eggs

4. how does the dog help

Building Writing Competency

STUDY PAGE

Page 32
Level 1
Series 4
Practice C

OBJECTIVE

Step by step we will write telling and asking sentences using a capital letter to begin the first word. We will use a period to end a telling sentence or a question mark to end an asking sentence.

STUDY IT

STUDY CHART

We begin the first word of a sentence with a capital letter. If the sentence tells something, we use a period at the end of the sentence.

the monkeys are funny → The monkeys are funny.

If the sentence asks us something, we use a question mark at the end of the sentence.

which animal runs fastest → Which animal runs fastest?

We have learned some words which begin sentences that ask something. These words are:

who what when where why
how is does has

REVIEW IT

1. We begin the first word of a sentence with a ______ letter.
2. If the sentence tells us something, we use a period at the end of the ________.
3. If the sentence asks us something, we use a question ____ at at the end of the sentence.
4. We have learned some words which begin sentence that ___ something. What are these words?

TRY IT

DIRECTIONS FOR 'TRY IT': Read the sentence. Begin the first word of the sentence with a capital letter. If the sentence tells something, end it with a period. If the sentence asks something, end it with a question mark.

where is the zoo

CHECK IT

Where is the zoo?

STOP

Page 33
Level 1
Series 4
Practice c

Building Writing Competency

PRACTICE PAGE

Name ______________________

DIRECTIONS FOR 'WRITE IT': Read the sentence. Begin the first word of the sentence with a capital letter. If the sentence tells something, end it with a period. If the sentence asks something, end it with a question mark.

Capital letters you will use today.

T W

1. the zoo is far away

2. we rode on the bus

3. the animals are eating

4. what do they eat

Use for correcting page 33
Level 1
Series 4
Practice C

Building Writing Competency

'WRITE IT' CORRECTING BANK

1. Did you leave a space between each word?
2. Put your finger on the first word of your sentence. Now look at the correcting model and put your finger on the first word of that sentence. Did you begin the first word with a capital letter?
3. Point with your finger to check the spelling of each word in the sentence.
4. Point with your finger to see if you have ended a telling sentence with a period or an asking sentence with a question mark.

1. The zoo is far away.

2. We rode on the bus.

3. The animals are eating.

4. What do they eat?

Use for correcting page 35
Level 1
Series 4
Practice D

Building Writing Competency

'WRITE IT' CORRECTING BANK

1. Did you leave a space between each word?
2. Put your finger on the first word of your sentence. Now look at the correcting model and put your finger on the first word of that sentence. Did you begin the first word with a capital letter?
3. Point with your finger to check the spelling of each word in the sentence.
4. Point with your finger to see if you have ended a telling sentence with a period or an asking sentence with a question mark.

---

1. Bears like fish.

2. Do birds like seeds ?

3. What do zebras eat ?

4. Who feeds the animals ?

Building Writing Competency

STUDY PAGE

Page 34
Level 1
Series 4
Practice D

OBJECTIVE

Step by step we will write telling and asking sentences using a capital letter to begin the first word. We will use a period to end a telling sentence or a question mark to end an asking sentence.

STUDY IT

STUDY CHART

We begin the first word of a sentence with a capital letter. If the sentence tells something, we use a period at the end of the sentence.

that deer is brown → That deer is brown.

If the sentence asks us something, we use a question mark at the end of the sentence.

is the wolf bad → Is the wolf bad?

We have learned some words which begin sentences that ask something. These words are:

who what when where why

how is does has

REVIEW IT

1. We begin the first word of a sentence with a _____ letter.
2. If the sentence tells us something, we use a period at the _____ of the sentence.
3. If the sentence asks us something, we use a question ____ at the end of the sentence.
4. We have learned some words which begin sentences that ____ something. What are these words?

TRY IT

DIRECTIONS FOR 'TRY IT': Read the sentence. Begin the first word of the sentence with a capital letter. If the sentence tells something, end it with a period. If the sentence asks something, end it with a question mark.

lions like meat

CHECK IT

Lions like meat.

STOP

Page 35
Level 1
Series 4
Practice D

Building Writing Competency

PRACTICE PAGE

Name________________________

DIRECTIONS FOR 'WRITE IT': Read the sentence. Begin the first word of the sentence with a capital letter. If the sentence tells something, end it with a period. If the sentence asks something, end it with a question mark.

Capital letters you will use today.

B D W

1. bears like fish

2. do birds like seeds

3. what do zebras eat

4. who feeds the animals

Page 36
Level 1
Series 4
MASTERY TEST

Building Writing Competency

MASTERY TEST

Name________________

Read the sentence. Begin the first word of the sentence with a capital letter. If the sentence tells something, end it with a period. If the sentence asks something, end it with a question mark.

Capital letters you will use today.

B T W

1. bears like fish

2. the hens lay eggs

3. what do they eat

4. who feeds the animals

Building Writing Competency

STUDY PAGE

OBJECTIVE

Step by step We will learn that some words begin with a capital letter.
We will write sentences using words that begin with capital letters.

STUDY IT

STUDY CHART

We have learned that we begin the first word of a sentence with a capital letter. We end a telling sentence with a period or an asking sentence with a question mark.

We write I with a capital letter when it stands for a person. If I is used with a name, I will be written after the name.

now i run →	Now I run.
bill and i swim →	Bill and I swim.
today i ate cake →	Today I ate cake.

REVIEW IT

1. We begin the first word of a sentence with a capital _____.
2. We end a telling sentence with a ______ or an asking sentence with a question ____.
3. We write I with a capital letter when it stands for a _____.
4. In the sentence bill and i swim we should write ____ and __ with a capital letter.
5. In the sentence today i ate cake we should write _____ and __ with a capital letter.

TRY IT

DIRECTIONS FOR 'TRY IT': Read the sentence. Decide which words need to begin with a capital letter. If the sentence tells something, end it with a period. If the sentence asks something, end it with a question mark. Write the sentence.

here is where i hide

CHECK IT

Here is where I hide.

STOP

Page 38
Level 1
Series 5
Practice A

Building Writing Competency

PRACTICE PAGE

Name ____________________

DIRECTIONS FOR 'WRITE IT': Read the sentence. Decide which words need to begin with a capital letter. If the sentence tells something, end it with a period. If the sentence asks something, end it with a question mark. Write the sentence.

Capital letters you will use today.

I J N D

1. i rode in the van

I

2. jill and i go to the zoo

J

3. now i will eat lunch

N

4. dad and i play ball

D

Use for correcting page 38
Level 1
Series 5
Practice A

Building Writing Competency

'WRITE IT' CORRECTING BANK

1. Did you leave a space between each word?
2. Put your finger on the first word of your sentence. Now look at the correcting model and put your finger on the first word of that sentence. Did you begin the first word with a capital letter?
3. Point with your finger to check the spelling of each word in the sentence.
4. Point with your finger to check if you have a capital letter for I when it stands for a person.
5. Point with your finger to see if you began a name of a person or pet with a capital letter.
6. Point with your finger to see if you have ended a telling sentence with a period or an asking sentence with a question mark.

1. I rode in the van.

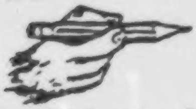
2. Jill and I go to the zoo.

3. Now I will eat lunch.

4. Dad and I play ball.

Use for correcting page 40
Level 1
Series 5
Practice B

Building Writing Competency



'WRITE IT' CORRECTING BANK

1. Did you leave a space between each word?
2. Put your finger on the first word of your sentence. Now look at the correcting model and put your finger on the first word of that sentence. Did you begin the first word with a capital letter?
3. Point with your finger to check the spelling of each word in the sentence.
4. Point with your finger to check if you have a capital letter for I when it stands for a person.
5. Point with your finger to see if you began a name of a person or pet with a capital letter.
6. Point with your finger to see if you have ended a telling sentence with a period or an asking sentence with a question mark.

1. We gave the bone to Spot.

2. The parrot talks to Jane.

3. Jill looks at Mittens.

4. Does Lassie see the boys?

Building Writing Competency

STUDY PAGE

Page 39
Level 1
Series 5
Practice B

OBJECTIVE

Step by step We will learn that some words begin with a capital letter.
We will write sentences using words that begin with capital letters.

STUDY IT

STUDY CHART

We have learned that we begin the first word of a sentence with a capital letter. We end a telling sentence with a period or an asking sentence with a question mark.

Today we will begin the name of a person or a pet with a capital letter.

today ann passed the test → Today Ann passed the test.
my dog lad likes to run → My dog Lad likes to run.

Remember to write I with a capital letter when it stands for a person. If I is used with a name, I will be written after the name.

Jim and I   Sam, Nell, and I   Father and I

REVIEW IT

1. We begin the first word of a sentence with a capital _____.
2. We end a telling sentence with a _____ or an asking sentence with a _______ mark.
3. We will begin the name of a person or a pet with a capital _____.
4. Write I with a capital letter when it stands for a _____.
5. If I is used with a name, __ will be written after the name.

TRY IT

DIRECTIONS FOR 'TRY IT': Read the sentence. Decide which words need to begin with a capital letter. If the sentence tells something, end it with a period. If the sentence asks something, end it with a question mark. Write the sentence.

i swim with jill and bob

CHECK IT

I swim with Jill and Bob.

STOP

Page 40
Level 1
Series 5
Practice B

Building Writing Competency

PRACTICE PAGE

Name ____________________

DIRECTIONS FOR 'WRITE IT': Read the sentence. Decide which words need to begin with a capital letter. If the sentence tells something, end it with a period. If the sentence asks something, end it with a question mark. Write the sentence.

Names you will use today.

Spot Mittens Jill
Jane Lassie

1. we gave the bone to spot

W

2. the parrot talks to jane

T

3. jill looks at mittens

J

4. does lassie see the boys

D

Building Writing Competency

STUDY PAGE

Page 41
Level 1
Series 5
Practice C

OBJECTIVE

Step by step We will learn that some words begin with a capital letter.
We will write sentences using words that begin with capital letters.

STUDY IT

STUDY CHART

We have learned that we begin the first word of a sentence with a capital letter. We end a telling sentence with a period or an asking sentence with a question mark.

Today we will begin the name of a person or a pet with a capital letter.

we eat with bill	→	We eat with Bill.
do you see lad and jill	→	Do you see Lad and Jill?

Remember to write I with a capital letter when it stands for a person. If I is used with a name, I will be written after the name.

sally and i like him	→	Sally and I like him.

REVIEW IT

1. We begin the first word of a sentence with a capital _____.
2. We end a telling sentence with a _____ or an asking sentence with a _______ mark.
3. We will begin the name of a person or a pet with a capital _____.
4. Write _ with a capital letter when it stands for a person.
5. If I is used with a name, _ will be written after the name.

TRY IT

DIRECTIONS FOR 'TRY IT': Read the sentence. Decide which words need to begin with a capital letter. If the sentence tells something, end it with a period. If the sentence asks something, end it with a question mark. Write the sentence.

here come nan and lad

CHECK IT Here come Nan and Lad.

STOP

Page 42
Level 1
Series 5
Practice C

Building Writing Competency

PRACTICE PAGE

Name ______________________

DIRECTIONS FOR 'WRITE IT': Read the sentence. Decide which words need to begin with a capital letter. If the sentence tells something, end it with a period. If the sentence asks something, end it with a question mark. Write the sentence.

Names you will use today.

Ted Ben Ann Bill

1. soon ted will fly in a jet

S

2. is the tale ben told funny

I

3. this bike belongs to ann

T

4. when can bill and i draw

W

Use for correcting page 42
Level 1
Series 5
Practice C

Building Writing Competency

'WRITE IT' CORRECTING BANK

1. Did you leave a space between each word?
2. Put your finger on the first word of your sentence. Now look at the correcting model and put your finger on the first word of that sentence. Did you begin the first word with a capital letter?
3. Point with your finger to check the spelling of each word in the sentence.
4. Point with your finger to check if you have a capital letter for I when it stands for a person.
5. Point with your finger to see if you began a name of a person or pet with a capital letter.
6. Point with your finger to see if you have ended a telling sentence with a period or an asking sentence with a question mark.

1. Soon Ted will fly in a jet.

2. Is the tale Ben told funny?

3. This bike belongs to Ann.

When can Bill and I draw?

Use for correcting page 44
Level 1
Series 5
Practice D

Building Writing Competency

'WRITE IT' CORRECTING BANK

1. Did you leave a space between each word?
2. Put your finger on the first word of your sentence. Now look at the correcting model and put your finger on the first word of that sentence. Did you begin the first word with a capital letter?
3. Point with your finger to check the spelling of each word in the sentence.
4. Point with your finger to check if you have a capital letter for I when it stands for a person.
5. Point with your finger to see if you began a name of a person or pet with a capital letter.
6. Point with your finger to see if you have ended a telling sentence with a period or an asking sentence with a question mark.

1. What does Lad eat?

2. Jill and I have a parrot.

3. Ray has a goat.

4. Today Tom saw a turtle.

Building Writing Competency

STUDY PAGE

OBJECTIVE

Step by step We will learn that some words begin with a capital letter.
We will write sentences using words that begin with capital letters.

STUDY IT

STUDY CHART

We have learned that we begin the first word of a sentence with a capital letter. We end a telling sentence with a period or an asking sentence with a question mark.

Today we will begin the name of a person or a pet with a capital letter.

i will get it for ben → I will get it for Ben.
spot and i run → Spot and I run.

Remember to write I with a capital letter when it stands for a person. If I is used with a name, I will be written after the name.

REVIEW IT

1. We begin the first word of a sentence with a capital _____.
2. We end a telling sentence with a _____ or an asking sentence with a question ____.
3. We will begin the name of a person or a pet with a capital _____
4. Write I with a capital letter when it stands for a _____.
5. If I is used with a name, I will be written ____ the name.

TRY IT

DIRECTIONS FOR 'TRY IT': Read the sentence. Decide which words need to begin with a capital letter. If the sentence tells something, end it with a period. If the sentence asks something, end it with a question mark. Write the sentence.

i walk with lee and ben

CHECK IT I walk with Lee and Ben

STOP

Page 44
Level 1
Series 5
Practice D

Building Writing Competency

PRACTICE PAGE

Name ____________________

DIRECTIONS FOR 'WRITE IT': Read the sentence. Decide which words need to begin with a capital letter. If the sentence tells something, end it with a period. If the sentence asks something, end it with a question mark. Write the sentence.

Names you will use today.

Lad Jill Ray Tom

1. what does lad eat

2. jill and i have a parrot

3. ray has a goat

4. today tom saw a turtle

Page 45
Level 1
Series 5
MASTERY TEST

Building Writing Competency

MASTERY TEST

Name____________________________

MASTERY TEST DIRECTIONS: Read the directions. Decide which words should begin with a capital letter and which kind of punctuation mark you will use at the end of the sentence. Write your sentences.

1. the parrot talks to jane

2. jill and i go to the zoo

3. what does lad eat

4. kay has a goat

Building Writing Competency
STUDY PAGE

Page 46
Level 1
Series 6
Practice A

OBJECTIVE

Step by step We will begin the name of each of the seven days of the week with a capital letter.

STUDY IT

STUDY CHART

The name of a day of the week begins with a capital letter.

sunday	Sunday	monday	Monday
tuesday	Tuesday	wednesday	Wednesday
thursday	Thursday	friday	Friday
saturday	Saturday		

We will begin each sentence with a capital letter. We will end a telling sentence with a period or an asking sentence with a question mark.

REVIEW IT

1. The name of a day of the week begins with a ______ letter.
2. We begin the first word of a sentence with a ______ letter.
3. We end a telling sentence with a _____ or an asking sentence with a question ____.

TRY IT

DIRECTIONS FOR 'TRY IT': Read the sentence. Decide which words should begin with a capital letter. Will you end the sentence with a period or a question mark? Write the sentence.

we stay home on sunday

⇧ ⇩ ⇧

CHECK IT We stay home on Sunday.

STOP

Page 47
Level 1
Series 6
Practice A

Building Writing Competency

PRACTICE PAGE

Name____________________

DIRECTIONS FOR 'WRITE IT': Decide which words should begin with a capital letter and which kind of punctuation mark you will use at the end of the sentences. Write your sentences.

1. school begins on monday

S

2. is library day on tuesday

I

3. bill swims on wednesday

B

4. it rained thursday

I

Use for correcting page 47
Level 1
Series 6
Practice A

Building Writing Competency

'WRITE IT' CORRECTING BANK

1. Did you leave a space between each word?
2. Put your finger on the first letter of your sentence. Now look at the correcting model and put your finger on the first word of that sentence. Did you begin the first word with a capital letter?
3. Point with your finger to check the spelling of each word in the sentence.
4. Did you begin the name of a day of the week with a capital letter?
5. Did you end a telling sentence with a period or an asking sentence with a question mark?

1. School begins on Monday.

2. Is library day on Tuesday ?

3. Bill swims on Wednesday.

4. It rained Thursday.

Use for correcting page 49
Level 1
Series 6
Practice B

Building Writing Competency

'WRITE IT' CORRECTING BANK

1. Did you leave a space between each word?
2. Put your finger on the first letter of your sentence. Now look at the correcting model and put your finger on the first word of that sentence. Did you begin the first word with a capital letter?
3. Point with your finger to check the spelling of each word in the sentence.
4. Did you begin the name of a day of the week with a capital letter?
5. Did you end a telling sentence with a period or an asking sentence with a question mark?

1. Did we paint on Friday?

2. On Saturday I sleep late.

3. Last Monday Bill and I won.

4. Let's skate next Tuesday.

Building Writing Competency
STUDY PAGE

Page 48
Level 1
Series 6
Practice B

OBJECTIVE

Step by step We will begin the name of each of the seven days of the week with a capital letter.

STUDY IT — STUDY CHART

The name of a day of the week begins with a capital letter.

sunday	Sunday	monday	Monday
tuesday	Tuesday	wednesday	Wednesday
thursday	Thursday	friday	Friday
saturday	Saturday		

We will begin each sentence with a capital letter.

We will end a telling sentence with a period or an asking sentence with a question mark.

The name of a person begins with a capital letter.

You write I with a capital letter when it stands for a person.

REVIEW IT

1. The name of a day of the week begins with a ______ letter.
2. We begin the first word of a sentence with a ______ letter.
3. We end a telling sentence with a ______ or an asking sentence with a question ____.
4. The name of a person begins with a capital ______.
5. We write I with a capital letter when it stands for a ______.

TRY IT

DIRECTIONS FOR 'TRY IT': Read the sentence. Decide which words should begin with a capital letter. Will you end the sentence with a period or a question mark? Write the sentence.

we ate the eggs sunday

W

CHECK IT

We ate the eggs Sunday.

STOP

Page 49
Level 1
Series 6
Practice B

Building Writing Competency

PRACTICE PAGE

Name ______________________________

DIRECTIONS FOR 'WRITE IT': Decide which words should begin with a capital letter. Should you use a period or a question mark at the end of the sentence? Write the sentences.

1. did we paint on friday

D

2. on saturday i sleep late

O

3. last monday bill and i won

L

4. let's skate next tuesday

L

Building Writing Competency

STUDY PAGE

Page 50
Level 1
Series 6
Practice C

OBJECTIVE

Step by step We will begin the name of each of the seven days of the week with a capital letter.

STUDY IT

STUDY CHART

The name of a day of the week begins with a capital letter.

sunday	Sunday	monday	Monday
tuesday	Tuesday	wednesday	Wednesday
thursday	Thursday	friday	Friday
saturday	Saturday		

We will begin each sentence with a capital letter.

We will end a telling sentence with a period or an asking sentence with a question mark.

The name of a person begins with a capital letter.

You write I with a capital letter when it stands for a person.

REVIEW IT

1. The name of a day of the week begins with a ______ letter.
2. We begin the first word of a sentence with a ______ letter.
3. We end a telling sentence with a ______ or an asking sentence with a question ____.
4. How do we begin the name of a person? We begin the name of a person with a capital ______.
5. You write I with a capital letter when it stands for a person.

TRY IT

DIRECTIONS FOR 'TRY IT': Read the sentence. Decide which words should begin with a capital letter. Will you end the sentence with a period or a question mark? Write the sentence.

i sent the letter monday

CHECK IT

I sent the letter Monday.

STOP

Page 51
Level 1
Series 6
Practice C

Building Writing Competency

PRACTICE PAGE

Name________________________

DIRECTIONS FOR 'WRITE IT': Decide which words should begin with a capital letter. Should you use a period or a question mark at the end of the sentence? Write the sentences.

1. next wednesday i will move

N

2. i wash my hair on thursday

I

3. tom cooks fish on friday

T

4. we saw the whales saturday

W

Use for correcting page 51
Level 1
Series 6
Practice C

Building Writing Competency

'WRITE IT' CORRECTING BANK

1. Did you leave a space between each word?
2. Put your finger on the first letter of your sentence. Now look at the correcting model and put your finger on the first word of that sentence. Did you begin the first word with a capital letter?
3. Point with your finger to check the spelling of each word in the sentence.
4. Did you begin the name of a day of the week with a capital letter?
5. Did you end a telling sentence with a period or an asking sentence with a question mark?

1. Next Wednesday I will move.

2. I wash my hair on Thursday.

3. Tom cooks fish on Friday.

4. We saw the whales Saturday.

Use for correcting page 53
Level 1
Series 6
Practice D

Building Writing Competency

'WRITE IT' CORRECTING BANK

1. Did you leave a space between each word?
2. Put your finger on the first letter of your sentence. Now look at the correcting model and put your finger on the first word of that sentence. Did you begin the first word with a capital letter?
3. Point with your finger to check the spelling of each word in the sentence.
4. Did you begin the name of a day of the week with a capital letter?
5. Did you end a telling sentence with a period or an asking sentence with a question mark?

1. Do we have math on Tuesday?

2. I tried hard Wednesday.

3. On Friday I brush the dog.

4. Sue and I play on Saturday.

Building Writing Competency

STUDY PAGE

Page 52
Level 1
Series 6
Practice D

OBJECTIVE

Step by step We will begin the name of each of the seven days of the week with a capital letter.

STUDY IT

STUDY CHART

The name of a day of the week begins with a capital letter.

sunday	Sunday	monday	Monday
tuesday	Tuesday	wednesday	Wednesday
thursday	Thursday	friday	Friday

We will begin each sentence with a capital letter.

We will end a telling sentence with a period or an asking sentence with a question mark.

The name of a person begins with a capital letter.

You write I with a capital letter when it stands for a person.

REVIEW IT

1. The name of a day of the week begins with a ______ letter.
2. We begin the first word of a sentence with a ______ letter.
3. We end a telling sentence with a ______ or an asking sentence with a question ____.
4. The name of a ______ begins with a capital letter.
5. You write I with a capital letter when it stands for a person.

TRY IT DIRECTIONS FOR 'TRY IT': Read the sentence. Decide which words should begin with a capital letter. Will you end the sentence with a period or a question mark? Write the sentence.

my birthday is next sunday

CHECK IT My birthday is next Sunday.

STOP

Page 53
Level 1
Series 6
Practice D

Building Writing Competency

PRACTICE PAGE

Name ____________________________

DIRECTIONS FOR 'WRITE IT': Decide which words should begin with a capital letter. Should you use a period or a question mark at the end of the sentence? Write the sentences.

1. do we have math on tuesday

D

2. i tried hard wednesday

I

3. on friday i brush the dog

O

4. sue and i play on saturday

S

Building Writing Competency

MASTERY TEST

Name________________________

MASTERY TEST DIRECTIONS: Read the sentences. Decide which words should begin with a capital letter and which kind of punctuation mark you will use at the end of the sentence. Write your sentences.

1. it rained thursday

2. on saturday i sleep late

3. do we have math on tuesday

4. school begins on monday

Building Writing Competency
STUDY PAGE

OBJECTIVE

Step by step we will learn to write dates correctly.

STUDY IT

STUDY CHART

The name of a month begins with a capital letter.

january	January	february	February
march	March	april	April
may	May	june	June
july	July	august	August
september	September	october	October
november	November	december	December

Today we will write these months correctly:

January February March April

REVIEW IT

1. The name of a month begins with a capital _____.
2. Today we will write these months correctly: January, _______, March, _____.

TRY IT

DIRECTIONS FOR 'TRY IT': Read the sentence. Decide which words should begin with a capital letter. Should you use a period or a question mark to end the sentence? Write the sentence.

we saw it in january

CHECK IT

We saw it in January.

STOP

Page 56
Level 1
Series 7
Practice A

Building Writing Competency

PRACTICE PAGE

Name____________________

DIRECTIONS FOR 'WRITE IT': Read the sentences. Decide which words should begin with a capital letter. Should you use a period or a question mark to end the sentence? Write your sentences.

1. valentine's Day is in february

2. is it warm in march

3. will it rain in april

4. february is a winter month

Use for correcting page 56
Level 1
Series 7
Practice A

Building Writing Competency

'WRITE IT' CORRECTING BANK

1. Did you leave a space between each word?
2. Put your finger on the first letter of your sentence. Now look at the correcting model and put your finger on the first word of that sentence. Did you begin the first word with a capital letter? Did you use a capital letter to begin the name of a person?
3. Point with your finger to check the spelling of each word in the sentence.
4. Point with your finger to see if you have ended a telling sentence with a period or an asking sentence with a question mark.
5. Did you begin the name of a month with a capital letter?

1. Valentine's Day is in February.

2. Is it warm in March?

3. Will it rain in April?

4. February is a winter month.

Use for correcting page 58
Level 1
Series 7
Practice B

Building Writing Competency

'WRITE IT' CORRECTING BANK

1. Did you leave a space between each word?
2. Put your finger on the first letter of your sentence. Now look at the correcting model and put your finger on the first word of that sentence. Did you begin the first word with a capital letter? Did you use a capital letter to begin the name of a person?
3. Point with your finger to check the spelling of each word in the sentence.
4. Point with your finger to see if you have ended a telling sentence with a period or an asking sentence with a question mark.
5. Did you begin the name of a month with a capital letter?

1. School will end in June.

2. We camp out in July.

3. Aunt Jill moved in August.

4. We saw a play in May.

Building Writing Competency

STUDY PAGE

Page 57
Level 1
Series 7
Practice B

OBJECTIVE

Step by step we will learn to write dates correctly.

STUDY IT

STUDY CHART

The name of a month begins with a capital letter.

january	January	february	February
march	March	april	April
may	May	june	June
july	July	august	August
september	September	october	October
november	November	december	December

Today we will write these months correctly:

May June July August

REVIEW IT

1. The name of a month begins with a capital _____.
2. Today we will write these months correctly: May, _____, July, _______.

TRY IT

DIRECTIONS FOR 'TRY IT': Read the sentence. Decide which words should begin with a capital letter. Should you use a period or a question mark to end the sentence? Write the sentence.

flowers are pretty in may

CHECK IT

Flowers are pretty in May.

STOP

Page 58
Level 1
Series 7
Practice B

Building Writing Competency

PRACTICE PAGE Name_______________

DIRECTIONS FOR 'WRITE IT': Read the sentences. Decide which words should begin with a capital letter. Should you use a period or a question mark to end the sentence? Write your sentences.

1. school will end in june

2. we camp out in july

3. aunt jill moved in august

4. we saw a play in may

Building Writing Competency

STUDY PAGE

OBJECTIVE

Step by step we will learn to write dates correctly.

STUDY IT

STUDY CHART

The name of a month begins with a capital letter.

january	January	february	February
march	March	april	April
may	May	june	June
july	July	august	August
september	September	october	October
november	November	december	December

Today we will write these months correctly:

September October November December

REVIEW IT

1. The name of a month begins with a capital _____.
2. Today we will write these months correctly: September, ______, November, _________.

TRY IT

DIRECTIONS FOR 'TRY IT': Read the sentence. Decide which words should begin with a capital letter. Should you use a period or a question mark to end the sentence? Write the sentence.

school starts in september

CHECK IT

School starts in September.

STOP

Building Writing Competency

PRACTICE PAGE

Name__________________________

DIRECTIONS FOR 'WRITE IT': Read the sentences. Decide which words should begin with a capital letter. Should you use a period or a question mark to end the sentence? Write your sentences.

1. the leaves fall in october

2. al was born in november

3. winter begins in december

4. apples are ripe in october

Use for correcting page 60
Level 1
Series 7
Practice C

Building Writing Competency

'WRITE IT' CORRECTING BANK

1. Did you leave a space between each word?
2. Put your finger on the first letter of your sentence. Now look at the correcting model and put your finger on the first word of that sentence. Did you begin the first word with a capital letter? Did you use a capital letter to begin the name of a person?
3. Point with your finger to check the spelling of each word in the sentence.
4. Point with your finger to see if you have ended a telling sentence with a period or an asking sentence with a question mark.
5. Did you begin the name of a month with a capital letter?

1. The leaves fall in October.

2. Al was born in November.

3. Winter begins in December.

4. Apples are ripe in October.

Use for correcting page 62
Level 1
Series 7
Practice D

Building Writing Competency

'WRITE IT' CORRECTING BANK

1. Did you leave a space between each word?
2. Put your finger on the first letter of your sentence. Now look at the correcting model and put your finger on the first word of that sentence. Did you begin the first word with a capital letter? Did you use a capital letter to begin the name of a person?
3. Point with your finger to check the spelling of each word in the sentence.
4. Point with your finger to see if you have ended a telling sentence with a period or an asking sentence with a question mark.
5. Did you begin the name of a month with a capital letter?

1. Next June I will swim.

2. Last April we got a bunny.

3. Did we play soccer in May?

4. We'll have fun this July.

Building Writing Competency

STUDY PAGE

Page 61
Level 1
Series 7
Practice D

OBJECTIVE

Step by step we will learn to write dates correctly.

STUDY IT

STUDY CHART

The name of a month begins with a capital letter.

january	January	february	February
march	March	april	April
may	May	june	June
july	July	august	August
september	September	october	October
november	November	december	December

Today we will write these months correctly:

April May June July

REVIEW IT

1. The name of a month begins with a capital _____.
2. Today we will write these months correctly: April, ___, June, _____.

TRY IT

DIRECTIONS FOR 'TRY IT': Read the sentence. Decide which words should begin with a capital letter. Should you use a period or a question mark to end the sentence? Write the sentence.

what happened last august

CHECK IT

What happened last August?

STOP

Page 62
Level 1
Series 7
Practice D

Building Writing Competency

PRACTICE PAGE Name________________________

DIRECTIONS FOR 'WRITE IT': Read the sentences. Decide which words should begin with a capital letter. Should you use a period or a question mark to end the sentence? Write your sentences.

1. next june i will swim

2. last april we got a bunny

3. did we play soccer in may

4. we'll have fun this july

Building Writing Competency

MASTERY TEST

Name____________________

MASTERY TEST DIRECTIONS: We will write sentences using a capital letter to begin a sentence, a day of the week, the name of a month, a person's name, or I when it is used as a word. You will end a telling sentence with a period or an asking sentence with a question mark.

1. will it rain in april

2. we camp out in july

3. apples are ripe in october

4. valentine's Day is in february

Building Writing Competency

Page 64
Level 1
Series 8
Practice A

STUDY PAGE

OBJECTIVE

Step by step we will use a capital letter to begin the title of a person.

STUDY IT

STUDY CHART

Sometimes there is a word written before a grown-up's name. This word is called a title. It begins with a capital letter.

Read these titles:

Ms.	may be used before a woman's name whether or not she is married.
Mrs.	is a title used to show that a woman is married.

Both Ms. and Mrs. end with a period.

We will write these titles and names correctly:

Ms. Allen Mrs. Campbell Ms. Wolfe
Mrs. Durst Mrs. Perry

REVIEW IT

1. Sometimes there is a word written before a grown-up's _____.
2. This word is called a _____. It begins with a ______ letter.
3. Both Ms. and Mrs. end with a ______.

REMEMBER: We will use a capital letter to begin a sentence, to begin the name of a person or pet, and for I when it is used as a word. We will end a telling sentence with a period and an asking sentence with a question mark.

TRY IT

'TRY IT' DIRECTIONS: Read the sentence. Decide which words need to begin with a capital letter. Does the title end with a period? Do you need a period or a question mark to end the sentence? Write the sentence.

is mrs campbell here

CHECK IT

Is Mrs. Campbell here?

STOP

Page 65
Level 1
Series 8
Practice A

Building Writing Competency

PRACTICE PAGE Name________________________

DIRECTIONS FOR 'WRITE IT': Read the sentences. Decide which words should begin with a capital letter. Should you use a period or a question mark to end the sentence? Write your sentences.

1. ms allen likes to jog

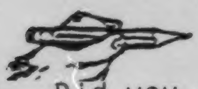
2. ms wolfe has a new coat

3. does mrs durst work hard

4. mrs perry likes horses

Use for correcting page 65
Level 1
Series 8
Practice A

Building Writing Competency



'WRITE IT' CORRECTING BANK

1. Did you use a capital letter to begin the sentence, to begin the name of a person or pet, or the title of a person?
2. Point with your finger to check the spelling of each word in the sentence.
3. Did you end a telling sentence with a period and an asking sentence with a question mark?
4. Did you end a title with a period?

1. Ms. Allen likes to jog.

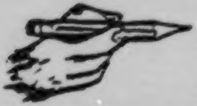
2. Ms. Wolfe has a new coat.

3. Does Mrs. Durst work hard?

4. Mrs. Perry likes horses.

Use for correcting page 67
Level 1
Series 8
Practice B

Building Writing Competency



'WRITE IT' CORRECTING BANK

1. Did you use a capital letter to begin the sentence, to begin the name of a person or pet, or the title of a person?
2. Point with your finger to check the spelling of each word in the sentence.
3. Did you end a telling sentence with a period and an asking sentence with a question mark?
4. Did you end a title with a period?

1. Did Dr. Potter fill the tooth?

2. Mr. Reed likes to fish.

3. Where is Mr. Rains?

4. Dr. Larch rides a bike.

Building Writing Competency

Page 66
Level 1
Series 8
Practice B

STUDY PAGE

OBJECTIVE

Step by step we will use a capital letter to begin the title of a person.

STUDY IT

STUDY CHART

Sometimes there is a word written before a grown-up's name. This word is called a title. It begins with a capital letter.

Read these titles:

Dr. when used as a title stands for doctor.

Mr. stands for mister, and it is used before a man's name.

Both Dr. and Mr. end with a period.

We will write these titles and names correctly:

Mr. Kent Dr. Potter Mr. Reed Mr. Rains Dr. Larch

REVIEW IT

1. Sometimes there is a word written before a grown-up's ______.
2. This word is called a ______. It begins with a ______ letter.
3. Both Dr. and Mr. end with a ______.

REMEMBER: We will use a capital letter to begin a sentence, to begin the name of a person or pet, and for I when it is used as a word. We will end a telling sentence with a period and an asking sentence with a question mark.

TRY IT

'TRY IT' DIRECTIONS: Read the sentence. Decide which words need to begin with a capital letter. Does the title end with a period? Do you need a period or a question mark to end the sentence? Write the sentence.

now mr kent will sing

CHECK IT Now Mr. Kent will sing.

STOP

Page 67
Level 1
Series 8
Practice B

Building Writing Competency

PRACTICE PAGE

Name______________________________

DIRECTIONS FOR 'WRITE IT': Read the sentences. Decide which words should begin with a capital letter. Should you use a period or a question mark to end the sentence? Write your sentences.

1. did dr potter fill the tooth

2. mr reed likes to fish

3. where is mr rains

4. dr larch rides a bike

Building Writing Competency

STUDY PAGE

OBJECTIVE

Step by step we will use a capital letter to begin the title of a person.

STUDY IT

STUDY CHART

Sometimes there is a word written before a grown-up's name. This word is called a title. It begins with a capital letter.

Read these titles:

Ms.	may be used before a woman's name whether or not she is married.
Mrs.	is a title used to show that a woman is married.
Dr.	when used as a title stands for doctor.
Mr.	stands for mister, and it is used before a man's name.

Ms., Mrs., Dr., and Mr. are titles which end with a period.

We will write these titles and names correctly:

Ms. Hall   Mrs. Marshall   Dr. Booth
Mr. and Mrs. Jones   Mr. Howe

REVIEW IT

1. Sometimes there is a word written before a grown-up's _____.
2. This word is called a _____. It begins with a _____ letter.
3. Ms., Mrs., Dr., and Mr. are titles which end with a _____.

REMEMBER: We will use a capital letter to begin a sentence, to begin the name of a person or pet, and for I when it is used as a word. We will end a telling sentence with a period and an asking sentence with a question mark.

TRY IT

'TRY IT' DIRECTIONS: Read the sentence. Decide which words need to begin with a capital letter. Does the title end with a period? Do you need a period or a question mark to end the sentence? Write the sentence.

ms hall is a nurse

CHECK IT

Ms. Hall is a nurse

STOP

Page 69
Level 1
Series 8
Practice C

Building Writing Competency

PRACTICE PAGE

Name____________________________

DIRECTIONS FOR 'WRITE IT': Read the sentences. Decide which words should begin with a capital letter. Should you use a period or a question mark to end the sentence? Write your sentences.

1. mrs marshall works here

2. where does dr booth work

3. mr howe wrote the song

4. mr and mrs jones sang it

Use for correcting page 69
Level 1
Series 8
Practice C

Building Writing Competency

'WRITE IT' CORRECTING BANK

1. Did you use a capital letter to begin the sentence, to begin the name of a person or pet, or the title of a person?
2. Point with your finger to check the spelling of each word in the sentence.
3. Did you end a telling sentence with a period and an asking sentence with a question mark?
4. Did you end a title with a period?

1. Mrs. Marshall works here.

2. Where does Dr. Booth work?

3. Mr. Howe wrote the song.

4. Mr. and Mrs. Jones sang it.

Use for correcting page 71
Level 1
Series 3
Practice D

Building Writing Competency

'WRITE IT' CORRECTING BANK

1. Did you use a capital letter to begin the sentence, to begin the name of a person or pet, or the title of a person?
2. Point with your finger to check the spelling of each word in the sentence.
3. Did you end a telling sentence with a period and an asking sentence with a question mark?
4. Did you end a title with a period?

1. Mrs. Mix has a big dog.

2. Dr. Mills looked at my arm.

3. Ms. Dodd sells houses.

4. Does Ms. King have a cat?

Page 70
Level 1
Series 8
Practice D

Building Writing Competency

STUDY PAGE

OBJECTIVE

Step by step we will use a capital letter to begin the title of a person.

STUDY IT

STUDY CHART

Sometimes there is a word written before a grown-up's name. This word is called a title. It begins with a capital letter.

Read these titles:

Ms.	may be used before a woman's name whether or not she is married.
Mrs.	is a title used to show that a woman is married.
Dr.	when used as a title stands for doctor.
Mr.	stands for mister, and it is used before a man's name.

Ms., Mrs., Dr., and Mr. are titles which end with a period.

We will write these titles and names correctly:

Ms. Dodd Mrs. Mix Dr. Mills
Mr. Ford Ms. King

REVIEW IT

1. Sometimes there is a word written before a grown-up's ____.
2. This word is called a _____. It begins with a ______ letter.
3. Ms., Mrs., Dr., and Mr. are titles which end with a ______.

REMEMBER: We will use a capital letter to begin a sentence, to begin the name of a person or pet, and for I when it is used as a word. We will end a telling sentence with a period and an asking sentence with a question mark.

TRY IT

'TRY IT' DIRECTIONS: Read the sentence. Decide which words need to begin with a capital letter. Does the title end with a period? Do you need a period or a question mark to end the sentence? Write the sentence.

mr ford plays golf

⇧ ⇩ ⇧

CHECK IT Mr. Ford plays golf.

STOP

Page 71
Level 1
Series 8
Practice D

Building Writing Competency

PRACTICE PAGE Name____________________________

DIRECTIONS FOR 'WRITE IT': Read the sentences. Decide which words should begin with a capital letter. Should you use a period or a question mark to end the sentence? Write your sentences.

1. mrs mix has a big dog

2. dr mills looked at my arm

3. ms dodd sells houses

4. does ms king have a cat

Building Writing Competency

MASTERY TEST

Name____________________________

MASTERY TEST DIRECTIONS: Read the sentences. Decide which words need to begin with a capital letter and end with a period. Do you need a period or a question mark to end the sentence?

1. ms allen likes to jog

2. dr larch rides a bike

3. did mr howe write the song

4. mrs mix has a big dog

Building Writing Competency

STUDY PAGE

OBJECTIVE

Step by step we will use a capital letter to begin the title of a person.

STUDY IT

STUDY CHART

We have learned that a title is a word that is written before a grown-up's name. It begins with a capital letter.

Read these titles:

Ms.	may be used before a woman's name whether or not she is married.
Mrs.	is a title used to show that a woman is married.
Dr.	when used as a title stands for doctor.
Mr.	stands for mister, and it is used before a man's name.

Ms., Mrs., Dr., and Mr. are titles which end with a period.

Today we will recognize and write one more title: Miss. Miss begins with a capital letter but you do not use a period at the end. Miss is a title used before the name of an unmarried woman or girl.

Read these titles and names:

Ms. Carter, Miss Rice, Ms. Neal, Miss Foxe, Miss Cole

REVIEW IT

1. We have learned that a title is a word that is written before a grown-up's ____.
2. It begins with a capital _____.
3. Ms., Mrs., Dr., and Mr. are titles which end with a _____.
4. Miss begins with a capital letter, but we do not use a period at the ___.

TRY IT

DIRECTIONS FOR 'TRY IT': Read the sentence. Decide which words need to begin with a capital letter. Which words need to end with a period? Do you need a period or a question mark at the end of the sentence? Write the sentence.

it belongs to miss cole

⇧ ⇩ ⇧

CHECK IT

It belongs to Miss Cole.

STOP

Page 74
Level 1
Series 9
Practice A

Building Writing Competency

PRACTICE PAGE

Name______________________________

DIRECTIONS FOR 'WRITE IT': Read the sentences. Decide which words should begin with a capital letter. Should you use a period or a question mark to end the sentence? Write your sentences.

1. today miss rice sang

2. is ms neal your mother

3. miss foxe gave a test

4. ms carter likes kids

Use for correcting page 74
Level 1
Series 9
Practice A

Building Writing Competency

'WRITE IT' CORRECTING BANK

1. Did you use a capital letter to begin the sentence, to begin the name of a person or pet, or the title of a person?
2. Point with your finger to check the spelling of each word in the sentence.
3. Did you end a telling sentence with a period and an asking sentence with a question mark?
4. Did you end a title with a period? (Remember Miss does not need a period.)

1. Today Miss Rice sang.

2. Is Ms. Neal your mother?

3. Miss Foxe gave a test.

4. Ms. Carter likes kids.

Use for correcting page 76
Level 1
Series 9
Practice B

Building Writing Competency

'WRITE IT' CORRECTING BANK

1. Did you use a capital letter to begin the sentence, to begin the name of a person or pet, or the title of a person?
2. Point with your finger to check the spelling of each word in the sentence.
3. Did you end a telling sentence with a period and an asking sentence with a question mark?
4. Did you end a title with a period? (Remember Miss does not need a period.)

1. Miss Smith likes to jog.

2. Dr. Lock gave me glasses.

3. My aunt is Miss Mang.

4. I will see Dr. Wade again.

Building Writing Competency

STUDY PAGE

OBJECTIVE

Step by step we will use a capital letter to begin the title of a person.

STUDY IT

STUDY CHART

We have learned that a title is a word that is written before a grown-up's name. It begins with a capital letter.

Read these titles:

Ms.	may be used before a woman's name whether or not she is married.
Mrs.	is a title used to show that a woman is married.
Dr.	when used as a title stands for doctor.
Mr.	stands for mister, and it is used before a man's name.
Miss	is a title used before the name of an unmarried woman or girl.

Ms., Mrs., Dr., and Mr. are titles which end with a period.

Miss is a title but we do not use a period at the end.

Read these titles and names:

Miss Smith, Dr. Lock, Miss Mang, Dr. Wade, Ms. Stone

REVIEW IT

1. We have learned that a title is a word that is written before a grown-up's ____.
2. It begins with a capital _____.
3. Ms., Mrs., Dr., and Mr. are titles which end with a _____.
4. Miss begins with a capital letter, but we do not use a period at the ___.

TRY IT

DIRECTIONS FOR 'TRY IT': Read the sentence. Decide which words need to begin with a capital letter. Which words need to end with a period? Do you need a period or a question mark at the end of the sentence? Write the sentence.

is ms stone late

CHECK IT

Is Ms. Stone late?

STOP

Page 76
Level 1
Series 9
Practice B

Building Writing Competency

PRACTICE PAGE Name________________________

DIRECTIONS FOR 'WRITE IT': Read the sentences. Decide which words should begin with a capital letter. Should you use a period or a question mark to end the sentence? Write your sentences.

1. miss smith likes to jog
2. dr lock gave me glasses
3. my aunt is miss mang
4. i will see dr wade again

Building Writing Competency

STUDY PAGE

OBJECTIVE

Step by step we will use a capital letter to begin the title of a person.

STUDY IT

STUDY CHART

We have learned that a title is a word that is written before a grown-up's name. It begins with a capital letter.

Read these titles:

Ms.	may be used before a woman's name whether or not she is married.
Mrs.	is a title used to show that a woman is married.
Dr.	when used as a title stands for doctor.
Mr.	stands for mister, and it is used before a man's name.
Miss	is a title used before the name of an unmarried woman or girl.

Ms., Mrs., Dr., and Mr. are titles which end with a period.

Miss is a title but we do not use a period at the end.

Read these titles and names:

Mrs. George, Miss Brown, Miss Taylor, Mrs. Warren, Miss Bell

REVIEW IT

1. We have learned that a title is a word that is written before a grown-up's ____.
2. It begins with a capital ______.
3. Ms., Mrs., Dr., and Mr. are titles which end with a ______.
4. Miss begins with a capital letter, but we do not use a period at the ___.

TRY IT

DIRECTIONS FOR 'TRY IT': Read the sentence. Decide which words need to begin with a capital letter. Which words need to end with a period? Do you need a period or a question mark at the end of the sentence? Write the sentence.

our cat likes miss bell

CHECK IT

Our cat likes Miss Bell.

STOP

Building Writing Competency

PRACTICE PAGE Name____________________

DIRECTIONS FOR 'WRITE IT': Read the sentences. Decide which words should begin with a capital letter. Should you use a period or a question mark to end the sentence? Write your sentences.

1. miss brown helps me

2. does mrs warren skate

3. is miss taylor happy

4. i gave it to mrs george

Use for correcting page 78
Level 1
Series 9
Practice C

Building Writing Competency

'WRITE IT' CORRECTING BANK

1. Did you use a capital letter to begin the sentence, to begin the name of a person or pet, or the title of a person?
2. Point with your finger to check the spelling of each word in the sentence.
3. Did you end a telling sentence with a period and an asking sentence with a question mark?
4. Did you end a title with a period? (Remember Miss does not need a period.)

1. Miss Brown helps me.

2. Does Mrs. Warren skate?

3. Is Miss Taylor happy?

4. I gave it to Mrs. George.

Use for correcting page 80
Level 1
Series 9
Practice D

Building Writing Competency

'WRITE IT' CORRECTING BANK

1. Did you use a capital letter to begin the sentence, to begin the name of a person or pet, or the title of a person?
2. Point with your finger to check the spelling of each word in the sentence.
3. Did you end a telling sentence with a period and an asking sentence with a question mark?
4. Did you end a title with a period? (Remember Miss does not need a period.)

1. Did Miss Carr write a note?

2. Did Mr. Bush lose his hat?

3. Miss Loo writes songs.

4. Mr. Green sings well.

Page 79
Level 1
Series 9
Practice D

Building Writing Competency

STUDY PAGE

OBJECTIVE

Step by step we will use a capital letter to begin the title of a person.

STUDY IT

STUDY CHART

We have learned that a title is a word that is written before a grown-up's name. It begins with a capital letter.

Read these titles:

Ms.	may be used before a woman's name whether or not she is married.
Mrs.	is a title used to show that a woman is married.
Dr.	when used as a title stands for doctor.
Mr.	stands for mister, and it is used before a man's name.
Miss	is a title used before the name of an unmarried woman or girl.

Ms., Mrs., Dr., and Mr. are titles which end with a period.

Miss is a title but we do not use a period at the end.

Read these titles and names:

Mr. Green, Miss Carr, Miss Loo, Mr. Bush, Dr. Seuss

REVIEW IT

1. We have learned that a title is a word that is written before a grown-up's ____.
2. It begins with a capital _____.
3. Ms., Mrs., Dr., and Mr. are titles which end with a _____.
4. Miss begins with a capital letter, but we do not use a period at the ___.

TRY IT

DIRECTIONS FOR 'TRY IT': Read the sentence. Decide which words need to begin with a capital letter. Which words need to end with a period? Do you need a period or a question mark at the end of the sentence? Write the sentence.

i like dr seuss books

CHECK IT

I like Dr. Seuss books.

STOP

Page 80
Level 1
Series 9
Practice D

Building Writing Competency

PRACTICE PAGE Name________________

DIRECTIONS FOR 'WRITE IT': Read the sentences. Decide which words should begin with a capital letter. Should you use a period or a question mark to end the sentence? Write your sentences.

1. did miss carr write a note

2. did mr bush lose his hat

3. miss loo writes songs

4. mr green sings well

Building Writing Competency

MASTERY TEST

Name__________________________

MASTERY TEST DIRECTIONS: Read the sentences. Decide which words need to begin with a capital letter and end with a period. Do you need a period or a question mark to end the sentence?

1. did mr bush lose his hat

2. miss carr sings well

3. i like dr seuss books

4. is mrs george late

Page 82
Level 1
Series 10
Practice A

Building Writing Competency

STUDY PAGE

OBJECTIVE

Step by step We will see and write one part of a sentence, the who or what thing part.

STUDY IT

STUDY CHART

One part of a sentence is the who or what thing part. Today we will use only the who word of the who or what thing part. A who word is a person. We will write a telling sentence by using the who part with other words that are needed to write a correct sentence.

Who Part (who word)		
Jane	swims.	Jane swims.
Tom	runs.	Tom runs.
He	cooks.	He cooks.
Dad	works.	Dad works.
They	write.	They write.

REVIEW IT

1. One part of a sentence is the who or what thing ____.
2. Today we will use only the who word of the who or what thing part.
3. A who word is a ______.
4. In the sentence Jane swims, the who part is _____.
5. In the sentence Tom runs, the who part is ___.
6. In the sentence He cooks, the who part is __.
7. In the sentence Dad works, the who part is ___.
8. In the sentence They write, the who part is _____.

TRY IT

DIRECTIONS FOR 'TRY IT': Read the words below. Then pick a word from the Who Bank that will be the who part. You may use any who part that makes sense. Write the sentence.

Who Bank
Bill
I
James

can read

Who Part__

CHECK IT I can read.

STOP

Page 83
Level 1
Series 10
Practice A

Building Writing Competency

PRACTICE PAGE

Name________________________

DIRECTIONS FOR 'WRITE IT': Read the words below. Then pick a word from the Who Bank that will be the who part. You may use any who part that makes sense. Write the sentence.

Who Bank	
Mother	We
Nan	Bill

1. ______ eats gingerbread
Who Part

2. ______ cut the bread
Who Part

3. ______ likes birds
Who Part

4. ______ took the test
Who Part

Use for correcting page 83
Level 1
Series 10
Practice A

Building Writing Competency

'WRITE IT' CORRECTING BANK

1. Did you use a capital letter to begin the sentence and the name of a person?
2. Point with your finger to check the spelling of each word in the sentence.
3. Does the who part you chose make sense in the sentence?
4. Did you end a telling sentence with a period?

1. WHO PART eats gingerbread.

2. WHO PART cut the bread.

3. WHO PART likes birds.

4. WHO PART took the test.

Use for correcting page 85
Level 1
Series 10
Practice B

Building Writing Competency

'WRITE IT' CORRECTING BANK

1. Did you use a capital letter to begin the sentence and the name of a person?
2. Point with your finger to check the spelling of each word in the sentence.
3. Does the who part you chose make sense in the sentence?
4. Did you end a telling sentence with a period?

1. WHO PART ______ help us.

2. WHO PART ______ laughs.

3. WHO PART ______ hid the box.

4. WHO PART ______ writes.

Page 84
Level 1
Series 10
Practice B

Building Writing Competency

STUDY PAGE

OBJECTIVE

Step by step We will see and write one part of a sentence, the who or what thing part.

STUDY IT

STUDY CHART

One part of a sentence is the who or what thing part. A who part is a person. To make the who part more interesting, it can have more than one word. We will write a telling sentence by using the who part with other words that are needed to write a correct sentence.

Who part (who word)		
The new teacher	reads to us.	The new teacher reads to us.
Our mother	drives the bus.	Our mother drives the bus.
The three men	talked.	The three men talked.
That cute girl	smiles.	That cute girl smiles.

REVIEW IT

1. One part of a sentence is the who or what thing ____.
2. Today we will use only the who words of the who or what thing ____.
3. A who part is a ______.
4. We will write a telling sentence by using the who part with other words to write a correct ________.

TRY IT

DIRECTIONS FOR 'TRY IT': Read the words below. Then pick a group of words from the Who Bank that will be the who part. You may use any who part that makes sense. Write the sentence.

Who Bank
The big girls
My Uncle Bob
Our team

play ball

Who Part

CHECK IT The big girls play ball.

STOP

Page 85
Level 1
Series 10
Practice B

Building Writing Competency

PRACTICE PAGE

Name____________________________

DIRECTIONS FOR 'WRITE IT': Read the words below. Then pick a group of words from the Who Bank that will be the who part. You may use any who part that makes sense. Write the sentence.

Who Bank
Those men
His little sister
My friends
Every first grader

1. help us
Who Part

2. laughs
Who Part

3. hid the box
Who Part

4. writes
Who Part

OBJECTIVE

Step by step We will see and write one part of a sentence, the who or what thing part.

STUDY IT

STUDY CHART

One part of a sentence is the who or what thing part. A who part is a person. To make the who part more interesting, it can have more than one word. We will write a telling sentence by using the who part with other words that are needed to write a correct sentence.

Who part (who word)		
The brave fireman	saved the cat.	The brave fireman saved the cat.
Her older sister	sews.	Her older sister sews.

REVIEW IT

1. One part of a sentence is the who or what thing ____.
2. Today we will use only the who words of the who or what thing ____.
3. A who part is a ______.

TRY IT

DIRECTIONS FOR 'TRY IT': Read the words below. Then pick a group of words from the Who Bank that will be the who part. You may use any who part that makes sense. Write the sentence.

Who Bank
My friend Bill
The young men
Those funny clowns

swims

Who Part

CHECK IT My friend Bill swims.

STOP

Page 87
Level 1
Series 10
Practice C

Building Writing Competency

PRACTICE PAGE

Name__________________________

DIRECTIONS FOR 'WRITE IT': Read the words below. Then pick a group of words from the Who Bank that will be the who part. You may use any who part that makes sense. Write the sentence.

Who Bank
The first man
My older sister
Our new friends
Her sad brother

1. swims fast
Who Part

2. have a pup
Who Part

3. is happy
Who Part

4. cried
Who Part

Use for correcting page 87
Level 1
Series 10
Practice 6

Building Writing Competency

'WRITE IT' CORRECTING BANK

1. Did you use a capital letter to begin the sentence and the name of a person?
2. Point with your finger to check the spelling of each word in the sentence.
3. Does the who part you chose make sense in the sentence?
4. Did you end a telling sentence with a period?

1. WHO PART ---------------------- swims fast.

2. WHO PART ---------------------- have a pup.

3. WHO PART ---------------------- is happy.

4. WHO PART ---------------------- cried.

Use for correcting page 89
Level 1
Series 10
Practice D

Building Writing Competency

'WRITE IT' CORRECTING BANK

1. Did you use a capital letter to begin the sentence and the name of a person?
2. Point with your finger to check the spelling of each word in the sentence.
3. Does the who part you chose make sense in the sentence?
4. Did you end a telling sentence with a period?

1. WHO PART ____________________ is older.

2. WHO PART ____________________ reads the paper.

3. WHO PART ____________________ ate tacos.

4. WHO PART ____________________ works here.

Building Writing Competency

STUDY PAGE

Page 88
Level 1
Series 10
Practice D

OBJECTIVE

Step by step We will see and write one part of a sentence, the who or what thing part.

STUDY IT

STUDY CHART

One part of a sentence is the who or what thing part. A who part is a person. To make the who part more interesting, it can have more than one word. We will write a telling sentence by using the who part with other words that are needed to write a correct sentence.

Who part (who word)		
The clever witch	flies.	The clever witch flies.
That little girl	rode a pony.	That little girl rode a pony.

REVIEW IT

1. One part of a sentence is the ___ or what thing part.
2. Today we will use only the ___ words of the who or what thing part.
3. A ___ part is a person.
4. The clever witch is the _____ part of the sentence The clever witch flies.
5. _______ is the who part of the sentence That little girl rode an elephant.

TRY IT

DIRECTIONS FOR 'TRY IT': Read the words below. Then pick a word or group of words from the Who Bank that will be the who part. You may use any who part that makes sense. Write the sentence.

Who Bank
Mike
My brothers
The store clerk

are home

Who Part

CHECK IT

My brothers are home.

STOP

Building Writing Competency

PRACTICE PAGE

Name____________________________

DIRECTIONS FOR 'WRITE IT': Read the words below. Then pick a word or group of words from the Who Bank that will be the who part. You may use any who part that makes sense. Write the sentence.

Who Bank
Dad
Our mother
Only one sister
The hungry team

1. is older

2. reads the paper

3. ate tacos

4. works here

Page 90
Level 1
Series 10
MASTERY TEST

Building Writing Competency

MASTERY TEST

Name__________________________

Who Bank
Nan
Our mother
Every first grader
The hungry team

Read the words below. Then pick a word or group of words from the Who Bank that will be the who part. You may use any who part that makes sense. Write the sentence.

1. likes birds

2. writes

3. ate tacos.

4. works here

Building Writing Competency

STUDY PAGE

OBJECTIVE

Step by step, we will see and write one part of a sentence, the who or what thing part.

STUDY IT

STUDY CHART

One part of a sentence is the who or what thing part. Today we will use only the what thing word of the who or what thing part. What thing words are names of things. Pets are things. We will write a telling sentence by adding the what thing part with more words, like this:

What Thing Part (what thing word)		
Cats	purr.	Cats purr.
Vegetables	taste good.	Vegetables taste good.
Pencils	break.	Pencils break.

REVIEW IT

1. One part of a sentence is the who or ____ _____ part.
2. Today we will use only the ____ _____ word of the who or what thing part.
3. What thing words are names of ______.
4. ____ are things.
5. The what thing part in the sentence Cats purr is ____.
6. The what thing part in the sentence Vegetables taste good is ________.
7. The what thing part in the sentence Pencils break is _______.

TRY IT

DIRECTIONS FOR 'TRY IT': Read the words in the What Thing Bank. Read the sentence part below. Choose a what thing part from the bank that makes sense. Write the sentence.

What Thing Bank
Elephants
Turtles
Houses

swim

What Thing Part

CHECK IT Turtles swim.

STOP

Page 92
Level 1
Series 11
Practice A

Building Writing Competency

PRACTICE PAGE

Name ______________________________

DIRECTIONS FOR 'WRITE IT': Read the words in the What Thing Bank. Read the sentence part below. Choose a what thing part from the bank that makes sense. Write the sentence.

What Thing Bank
Flowers
Fish
Horses
Dogs

1. bloom

What Thing Part

2. trot

What Thing Part

3. swim

What Thing Part

4. howl

What Thing Part

Use for correcting page 92
Level 1
Series 11
Practice A

Building Writing Competency

'WRITE IT' CORRECTING BANK

1. Did you use a capital letter to begin the sentence?
2. Point with your finger to check the spelling of each word in the sentence.
3. Does the what thing part you chose make sense in the sentence?
4. Did you end a telling sentence with a period?

1. Flowers bloom.

2. Horses trot.

3. Fish swim.

4. Dogs howl.

Use for correcting page 94
Level 1
Series 11
Practice B

Building Writing Competency

'WRITE IT' CORRECTING BANK

1. Did you use a capital letter to begin the sentence?
2. Point with your finger to check the spelling of each word in the sentence.
3. Does the what thing part you chose make sense in the sentence?
4. Did you end a telling sentence with a period?

1. His old dog growls.

2. The ice water tastes good.

3. That big bird flew away.

4. My ice skates go fast.

Building Writing Competency
STUDY PAGE

Page 93
Level 1
Series 11
Practice B

OBJECTIVE

Step by step We will see and write one part of a sentence, the who or what thing part.

STUDY IT

STUDY CHART

One part of a sentence is the who or what thing part. Today we will add other words to the what thing word to make the what thing part more interesting. We will write a telling sentence by adding the what thing part with more words, like this:

What Thing Part (what thing word)		
Horses	pulled the cart.	Horses pulled the cart.
Six big horses	pulled the cart.	Six big horses pulled the cart.
Apples	taste good.	Apples taste good.
The red apples	taste good.	The red apples taste good.
The chair	broke.	The chair broke.
My pretty chair	broke.	My pretty chair broke.

REVIEW IT

1. One part of a sentence is the who or ______ part.
2. Today we will add other words to the what thing word to make the what thing part more ______.
3. The what thing part in the sentence Six big horses pulled the cart is ______. The what thing word is ______.
4. The what thing part in the sentence The red apples taste good is ______. The what thing word is ______.
5. The what thing part in the sentence My pretty chair broke is __ ______ ____. The what thing word is ____.

TRY IT

DIRECTIONS FOR 'TRY IT': Read the words in the What Thing Bank. Read the sentence part below. Choose a what thing part from the bank that makes sense. Write the sentence.

What Thing Bank
Her puppy
The pretty leaves
The red paint

likes me

What Thing Part

CHECK IT

Her puppy likes me.

STOP

Page 94
Level 1
Series 11
Practice B

Building Writing Competency

PRACTICE PAGE

Name________________________

What Thing Bank
That big bird
The ice water
His old dog
My ice skates

DIRECTIONS FOR 'WRITE IT': Read the words in the What Thing Bank. Read the sentence part below. Choose a what thing part from the bank that makes sense. Write the sentence.

1. growls
What Thing Part

2. tastes good
What Thing Part

3. flew away
What Thing Part

4. go fast
What Thing Part

Building Writing Competency

STUDY PAGE

OBJECTIVE

Step by step We will see and write one part of a sentence, the who or what thing part.

STUDY IT

STUDY CHART

One part of a sentence is the who or what thing part. We have learned that the what thing part can be one word. We have also learned that we can write other words with the what thing word to make our sentences more interesting. Like this:

What Thing Part (what thing word)		
The red fox	walks quietly.	The red fox walks quietly.
Rabbits	hop.	Rabbits hop.
Wheels	roll	Wheels roll.
The brown seal	swims.	The brown seal swims.

REVIEW IT

1. One part of a sentence is the who or ____ _____ part.
2. We have learned that the what thing part can be one ____.
3. We have also learned that we can write other words with the what thing word to make our sentences more __________.
4. In the sentence The red fox walks quietly the what thing part is ___ _____ ____. The what thing word is _____.
5. In the sentence Rabbits hop the what thing part is _______. Rabbits is the ____ ______ word.
6. In the sentence Wheels roll the ____ _____ part is wheels.
7. In the sentence The brown seal swims the ____ _____ part is The brown seal. The what thing word is ____.

TRY IT

DIRECTIONS FOR 'TRY IT': Read the words in the What Thing Bank. Read the sentence part below. Choose a what thing part from the bank that makes sense. Write the sentence.

What Thing Bank
Our old roof
Two red hens
That pretty pony

likes me

What Thing Part

CHECK IT

That pretty pony likes me.

STOP

Page 96
Level 1
Series 11
Practice C

Building Writing Competency

PRACTICE PAGE

Name________________________

DIRECTIONS FOR 'WRITE IT': Read the words in the What Thing Bank. Read the sentence part below. Choose a what thing part from the bank that makes sense. Write the sentence.

What Thing Bank

- Elephants
- My piggy bank
- That black goat
- My old tire

1. What Thing Part holds dimes

2. What Thing Part leaps high

3. What Thing Part walk slowly

4. What Thing Part looks flat

Use for correcting page 96
Level 1
Series 11
Practice C

Building Writing Competency

'WRITE IT' CORRECTING BANK

1. Did you use a capital letter to begin the sentence?
2. Point with your finger to check the spelling of each word in the sentence.
3. Does the what thing part you chose make sense in the sentence?
4. Did you end a telling sentence with a period?

1. My piggy bank holds dimes.

2. That black goat leaps high.

3. Elephants walk slowly.

4. My old tire looks flat.

Use for correcting page 98
Level 1
Series 11
Practice D

Building Writing Competency

'WRITE IT' CORRECTING BANK

1. Did you use a capital letter to begin the sentence?
2. Point with your finger to check the spelling of each word in the sentence.
3. Does the what thing part you chose make sense in the sentence?
4. Did you end a telling sentence with a period?

1. Four seals played ball.

2. This lemon cake looks good.

3. The fence fell down.

4. The yellow top spins.

Building Writing Competency

Page 97
Level 1
Series 11
Practice D

STUDY PAGE

OBJECTIVE

Step by step We will see and write one part of a sentence, the who or what thing part.

STUDY IT — STUDY CHART

One part of a sentence is the who or what thing part. We have learned that the what thing part can be one word. We have also learned that we can write other words with the what thing word to make our sentences more interesting. Like this:

What Thing Part (what thing word)		
The new puzzle	has many parts.	The new puzzle has many parts.
One red checker	fell to the floor.	One red checker fell to the floor.
Games	are fun.	Games are fun.
Dogs	play Frisbee.	Dogs play Frisbee.

REVIEW IT

1. One part of a sentence is the who or _____ _____ part.
2. We have learned that the what thing part can be one ____.
3. We have also learned that we can write more words with the what thing word to make our sentences more __________.
4. In the sentence The new puzzle has many parts the what thing part is ___ ___ ______. The what thing word is _____.
5. In the sentence One red checker fell to the floor the what thing part is ______________. The what thing word is _______.
6. In the sentence Games are fun the what thing part is _____. The what thing word is _____.
7. In the sentence Dogs play Frisbee the what thing part is ____. The what thing word is _____.

TRY IT

DIRECTIONS FOR 'TRY IT': Read the words in the What Thing Bank. Read the sentence part below. Choose a what thing part from the bank that makes sense. Write the sentence.

What Thing Bank
His red ball
The brick house
Our pet rat

sleeps now

What Thing Part

CHECK IT

Our pet rat sleeps now.

STOP

Page 98
Level 1
Series 11
Practice D

Building Writing Competency

PRACTICE PAGE

Name________________________

What Thing Bank
The fence
Four seals
This lemon cake
The yellow top

DIRECTIONS FOR 'WRITE IT': Read the words in the What Thing Bank. Read the sentence part below. Choose a what thing part from the bank that makes sense. Write the sentence.

1. ________________ played ball
What Thing Part

2. ________________ looks good
What Thing Part

3. ________________ fell down
What Thing Part

4. ________________ spins
What Thing Part

Building Writing Competency

MASTERY TEST

Name________________________

MASTERY TEST DIRECTIONS:

Read the words in the What Thing Bank. Read the sentence part below. Choose a what thing part from the bank that makes sense. Write the sentence.

What Thing Bank

That big bird
Elephants
The yellow top
This lemon cake

1. flew away

2. spins

3. is good

4. eat hay

Building Writing Competency

Page 100
Level 1
Series 12
Practice A

STUDY PAGE

OBJECTIVE

Step by step We will see and write the two parts of a sentence. We have learned the who or what thing part. Now we will learn the Does What part of a sentence.

STUDY IT

STUDY CHART

The Does What part tells what the who or what thing part does. Today we will use only the does what word of the does what part.

Who or What Thing Part	Does What Part (does what word)	
Jill	plays.	Jill plays.
Helicopters	fly.	Helicopters fly.
Seals	swim.	Seals swim.
Mother	cooks.	Mother cooks.

REVIEW IT

1. The Does What part tells what the who or what thing part ____.
2. What is the does what part in the sentence Jill plays? _____ is the does what part.
3. In the sentence Helicopters fly, fly is the does what ______.
4. In the sentence Seals swim, the does what word is _____.
5. In the sentence Mother cooks, the does what part is ______.

TRY IT

DIRECTIONS FOR 'TRY IT': Read the does what words in the Does What Bank. Then read the sentence part below. Pick a word from the bank that makes sense and use it to write a correct sentence.

Does What Bank
- cooks
- hops
- reads

the rabbit ____________

Does What word

CHECK IT The rabbit hops.

STOP

Page 101
Level 1
Series 12
Practice A

Building Writing Competency

PRACTICE PAGE

Name____________________________

DIRECTIONS FOR 'WRITE IT': Read the does what words in the Does What Bank. Then read the sentence parts below. Pick a word from the bank that makes sense and use it to write a correct sentence.

Does What Bank
flies
works
cook
sleeps

1. the farmer __________________
Does What word

2. the girls __________________
Does What word

3. a baby __________________
Does What word

4. the helicopter __________________
Does What word

Use for correcting page 101
Level 1
Series 12
Practice A

Building Writing Competency

'WRITE IT' CORRECTING BANK

1. Did you use a capital letter to begin the sentence?

2. Point with your finger to check the spelling of each word in the sentence.

3. Remember: You can use any Does What part that makes sense.

4. Did you end a telling sentence with a period?

1. The farmer works.

2. The girls cook.

3. A baby sleeps.

4. The helicopter flies.

Use for correcting page 103
Level 1
Series 12
Practice B

Building Writing Competency

'WRITE IT' CORRECTING BANK

1. Did you use a capital letter to begin the sentence? Did you begin the title and name of a person with a capital letter?
2. Point with your finger to check the spelling of each word in the sentence.
3. Remember: You can use any Does What part that makes sense.
4. Did you end a telling sentence with a period?

1. The lion looks at the mouse.

2. They help each other.

3. Mrs. Smith reads to us now.

4. Ted paints his cart.

Building Writing Competency

STUDY PAGE

OBJECTIVE

Step by step We will see and write the two parts of a sentence. We have learned the who or what thing part. Now we will learn the Does What part of a sentence.

STUDY IT

STUDY CHART

The Does What part tells what the who or what thing part does. Today we will add other words to the does what word to make our sentences more interesting.

Who or What Thing Part	Does What Part (does what word)	
The red hen	eats	corn.
Two boys	run	up the hill.
The ducks	swim	fast.

REVIEW IT

1. The Does What part tells what the who or what thing part ____.
2. In the sentence The red hen eats corn, the does what word is ____.
3. In the sentence Two boys run up the hill, the does what word is ___.
4. In the sentence Ducks swim fast, the does what word is _____.

TRY IT

DIRECTIONS FOR 'TRY IT': Read the words in the Does What Bank. Then read the sentence part below. Pick a word or group of words from the bank that makes sense and use it to write the sentence.

Does What Bank
read every word
run to first base
eats two nuts

I

Does What part

CHECK IT I read every word.

STOP

Page 103
Level 1
Series 12
Practice B

Building Writing Competency

PRACTICE PAGE

Name____________________________

DIRECTIONS FOR 'WRITE IT': Read the words in the Does What Bank. Then read the sentence parts below. Pick a group of words from the bank that makes sense and use it to write the sentence.

Does What Bank
looks at the mouse
reads to us now
help each other
paints his cart

1. the lion
Does What part

2. they
Does What part

3. mrs smith
Does What part

4. ted
Does What part

Building Writing Competency

STUDY PAGE

OBJECTIVE

Step by step We will see and write the two parts of a sentence. We have learned the who or what thing part. Now we will learn the Does What part of a sentence.

STUDY IT

STUDY CHART

The Does What part tells what the who or what thing part does. Today we will add other words to the does what word to make our sentences more interesting.

Who or What Thing Part	Does What Part (does what word)	
Dad	helps	Mother.
Turtles	walk	slowly.

REVIEW IT

1. The Does What part tells what the who or what thing part ____.
2. In the sentence Dad helps Mother, the does what word is ______.
3. In the sentence Turtles walk slowly, the does what word is _____.

TRY IT

DIRECTIONS FOR 'TRY IT': Read the words in the Does What Bank. Then read the sentence part below. Pick a word or group of words from the bank that makes sense and use it to write the sentence.

Does What Bank
cook hamburgers
jump very high
sells new bikes

he

Does What part

CHECK IT

He sells new bikes.

STOP

Page 105
Level 1
Series 12
Practice C

Building Writing Competency

PRACTICE PAGE

Name____________________________

Does What Bank
lifts the box
rides a broom
work hard here
splashes on me

DIRECTIONS FOR 'WRITE IT': Read the words in the Does What Bank. Then read the sentence parts below. Pick a group of words from the bank that makes sense and use it to write the sentence.

1. he
Does What part

2. we
Does What part

3. the witch
Does What part

4. the rain
Does What part

Use for correcting page 105
Level 1
Series 12
Practice C

Building Writing Competency

'WRITE IT' CORRECTING BANK

1. Did you use a capital letter to begin the sentence? Did you begin the title and name of a person with a capital letter?
2. Point with your finger to check the spelling of each word in the sentence.
3. Remember: You can use any Does What part that makes sense.
4. Did you end a telling sentence with a period?

1. He lifts the box.

2. We work hard here.

3. The witch rides a broom.

4. The rain splashes on me.

Use for correcting page 107
Level 1
Series 12
Practice D

Building Writing Competency

'WRITE IT' CORRECTING BANK

1. Did you use a capital letter to begin the sentence? Did you begin the title and name of a person with a capital letter?
2. Point with your finger to check the spelling of each word in the sentence.
3. Remember: You can use any Does What part that makes sense.
4. Did you end a telling sentence with a period?

1. Bill

Does What Part

2. He

Does What Part

3. We

Does What Part

4. They

Does What Part

Page 106
Level 1
Series 12
Practice D

Building Writing Competency

STUDY PAGE

OBJECTIVE

Step by step We will see and write the two parts of a sentence. We have learned the who or what thing part. Now we will learn the Does What part of a sentence.

STUDY IT

STUDY CHART

The Does What part tells what the who or what thing part does. Today we will add other words to the does what word to make our sentences more interesting.

Who or What Thing Part	Does What Part (does what word)	
Bill	flies	his kite.
The fish	swim	away.
Sally	reads	a book.

REVIEW IT

1. The Does What part tells what the who or what thing part ____.
2. In the sentence Bill flies his kite, the does what word is ______.
3. In the sentence The fish swim away, the does what word is _____.
4. In the sentence Sally reads a book, the does what word is ______.

TRY IT

DIRECTIONS FOR 'TRY IT': Read the words in the Does What Bank. Then read the sentence part below. Pick a word or group of words from the bank that makes sense and use it to write the sentence.

Does What Bank
claps his hands
barks loudly at Bob
reads the paper

my dog

Does What part

CHECK IT My dog barks loudly at Bob.

STOP

Page 107
Level 1
Series 12
Practice D

Building Writing Competency

PRACTICE PAGE

Name____________________

DIRECTIONS FOR 'WRITE IT': Read the words in the Does What Bank. Then read the sentence parts below. Pick a group of words from the bank that makes sense and use it to write the sentence. If your sentence makes sense, you chose a correct Does What part.

Does What Bank

sings a silly song
makes his lunch every day
put the rope down
sit in a circle

1. bill

Does What Part

2. he

Does What Part

3. we

Does What Part

4. they

Does What Part

Building Writing Competency

MASTERY TEST

Name__________________________

MASTERY TEST DIRECTIONS:

Read the words in the Does What Bank. Then read the sentence parts below. Pick a word or group of words from the bank that makes sense and use it to write the sentence. If your sentence makes sense, you chose a correct Does What part.

Does What Bank

lifts the box
works
rides a broom
put the rope down

1. the farmer

2. he

3. we

4. the witch

BUILDING WRITING COMPETENCY

STEP
BY
STEP

MASTERY OF SENTENCE AND PARAGRAPH WRITING SKILLS

LEVEL 2

A TITLE IV-C LANGUAGE PROJECT

RIO LINDA UNION SCHOOL DISTRICT

Building Writing Competency

AN INTENSE WRITING PROGRAM MOVING CHILDREN STEP BY STEP TO MASTERY OF ESSENTIAL SENTENCE AND PARAGRAPH WRITING SKILLS.

LIST OF SKILLS FOR LEVEL 2

Each Series consists of four daily lessons followed by a Mastery Test.

• BASIC SENTENCE SKILLS •

Series 1	Writing Telling Sentences - Capitalization, Punctuation, Definition
Series 2	Writing Asking Sentences - Capitalization, Punctuation, Key Words, Definition
Series 3	Writing Asking Sentences - Capitalization, Punctuation, Key Words, Definition
Series 4	Writing Telling and Asking Sentences - Applying Skills Mastered
Series 5	Capitalizing I and the Name of a Person or Pet - Define Period and Question Mark as Punctuation Marks
Series 6	Writing Titles with Names
Series 7	Writing, Capitalizing, and Punctuating Dates
Series 8	Writing, Capitalizing, and Punctuating Dates
Series 9	Writing, Capitalizing, and Punctuating Street Names
Series 10	Writing Names of Cities and Places
Series 11	Writing, Capitalizing, and Punctuating States and Cities
Series 12	Sentence Parts - Who Part - Definition
Series 13	Sentence Parts - What Thing Part - Definition and Who-What Thing Practice
Series 14	Sentence Parts - Does What Part - Definition
Series 15	Subject-Verb Agreement - Present Tense - Singular - "s" Form

• RUN-ON CORRECTION SKILLS •

Series 16	Run-on Sentences - Separate Sentences - Compound Sentences

Building Writing Competency

Page 1
Level 2
Series 1
Practice A

CAPITALIZING AND PUNCTUATING SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will practice beginning a sentence with a capital letter and ending a telling sentence with a period.

STUDY IT

STUDY CHART

Today we will practice writing telling sentences. A telling sentence tells us something.

REMEMBER: We begin the first word of a sentence with a capital letter.
We end a telling sentence with a period.
We spell each word in a sentence correctly.
We leave a space between each word.

those are my books → Those are my books.

it is his book → It is his book.

we run to the park → We run to the park.

REVIEW IT

1. A ______ sentence tells us something.
2. We begin the first word of a sentence with a ______ letter.
3. What kind of a mark do we use at the end of a telling sentence?
   A ______.
4. We ____ each word in a sentence correctly.
5. We leave a ____ between each word.

TRY IT

Read the sentence. Write the sentence. Remember to: 1. Begin the first word of the sentence with a capital letter. 2. Spell each word correctly. 3. Leave a space between each word. 4. End a telling sentence with a period.

we climbed the oak tree

____ **STOP**

CHECK IT

We climbed the oak tree.

Building Writing Competency

Page 2
Level 2
Series 1
Practice A

PRACTICE PAGE NAME____________________

WRITE IT

Read the sentence. Write the sentence. Remember to: 1. Begin the first word of the sentence with a capital letter. 2. Spell each word correctly. 3. Leave a space between each word. 4. End a telling sentence with a period.

1. dad uses shaving cream

2. he picks up his toys

3. sometimes we run to school

4. lee rides the bus

5. the children wave to us

6. it is time to write

Building Writing Competency

Use for correcting page 2
Level 2
Series 1
Practice A

'WRITE IT' CORRECTING BANK

1. Put your finger on the first letter of your sentence. Now look at the correcting model and put your finger on the first word of that sentence. Did you begin the first word with a capital letter?
2. Did you leave a space between each word?
3. Point with your finger to check the spelling of each word in the sentence.
4. Point with your finger to see if you have ended a telling sentence with a period.

☛ 1. Dad uses shaving cream.

☛ 2. He picks up his toys.

☛ 3. Sometimes we run to school.

☛ 4. Lee rides the bus.

☛ 5. The children wave to us.

☛ 6. It is time to write.

Building Writing Competency

Use for correcting page 4
Level 2
Series 1
Practice B

'WRITE IT' CORRECTING BANK

1. Put your finger on the first letter of your sentence. Now look at the correcting model and put your finger on the first word of that sentence. Did you begin the first word with a capital letter?
2. Did you leave a space between each word?
3. Point with your finger to check the spelling of each word in the sentence.
4. Point with your finger to see if you have ended a telling sentence with a period.

1. We like the new book.

2. They will try hard.

3. We need two more workbooks.

4. She is reading a book.

5. It is time to work.

6. He likes doing this.

CAPITALIZING AND PUNCTUATING SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will practice beginning a sentence with a capital letter and ending a telling sentence with a period.

STUDY IT

STUDY CHART

Today we will practice writing telling sentences. A telling sentence tells us something.

REMEMBER: We begin the first word of a sentence with a capital letter.
We end a telling sentence with a period.
We spell each word in a sentence correctly.
We leave a space between each word.

this is my bike → This is my bike.
they can play → They can play.
the swing is new → The swing is new.

REVIEW IT

1. A ______ sentence tells us something.
2. We begin the first word of a sentence with a ______ letter.
3. What kind of a mark do we use at the end of a telling sentence?
   A ______.
4. We _____ each word in a sentence correctly.
5. We leave a _____ between each word.

TRY IT

Read the sentence. Write the sentence. Remember to: 1. Begin the first word of the sentence with a capital letter. 2. Spell each word correctly. 3. Leave a space between each word. 4. End a telling sentence with a period.

the store is open

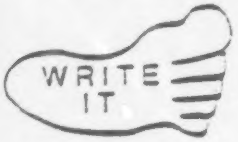
STOP

CHECK IT The store is open.

Building Writing Competency

Page 4
Level 2
Series 1
Practice B

PRACTICE PAGE NAME________________________________



Read the sentence. Write the sentence. Remember to: 1. Begin the first word of the sentence with a capital letter. 2. Spell each word correctly. 3. Leave a space between each word. 4. End a telling sentence with a period.

1. we like the new book

2. they will try hard

3. we need two more workbooks

4. she is reading a book

5. it is time to work

6. he likes doing this

CAPITALIZING AND PUNCTUATING SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will practice beginning a sentence with a capital letter and ending a telling sentence with a period.

STUDY IT

STUDY CHART

Today we will practice writing telling sentences. A telling sentence tells us something.

REMEMBER: We begin the first word of a sentence with a capital letter.
We end a telling sentence with a period.
We spell each word in a sentence correctly.
We leave a space between each word.

she likes to read → She likes to read.

he will write it → He will write it.

they will buy a toy → They will buy a toy.

REVIEW IT

1. A _______ sentence tells us something.
2. We begin the first word of a sentence with a _______ letter.
3. What kind of a mark do we use at the end of a telling sentence?
   A ______.
4. We _____ each word in a sentence correctly.
5. We leave a _____ between each word.

TRY IT

Read the sentence. Write the sentence. Remember to: 1. Begin the first word of the sentence with a capital letter. 2. Spell each word correctly. 3. Leave a space between each word. 4. End a telling sentence with a period.

she did her work

STOP

CHECK IT

She did her work.

Building Writing Competency

PRACTICE PAGE NAME ____________________

Page 6
Level 2
Series 1
Practice C

WRITE IT

Read the sentence. Write the sentence. Remember to: 1. Begin the first word of the sentence with a capital letter. 2. Spell each word correctly. 3. Leave a space between each word. 4. End a telling sentence with a period.

1. we finish our work

2. the girl likes to come to school

3. they will play a game

4. she wants to hear the story

5. we will walk to school

6. the teacher likes my work

Building Writing Competency

Use for correcting page 6
Level 2
Series 1
Practice C

'WRITE IT' CORRECTING BANK

1. Put your finger on the first letter of your sentence. Now look at the correcting model and put your finger on the first word of that sentence. Did you begin the first word with a capital letter?
2. Did you leave a space between each word?
3. Point with your finger to check the spelling of each word in the sentence.
4. Point with your finger to see if you have ended a telling sentence with a period.

1. We finish our work.

2. The girl likes to come to school.

3. They will play a game.

4. She wants to hear the story.

5. We will walk to school.

6. The teacher likes my work.

Building Writing Competency

Use for correcting page 8
Level 2
Series 1
Practice D

'WRITE IT' CORRECTING BANK

1. Put your finger on the first letter of your sentence. Now look at the correcting model and put your finger on the first word of that sentence. Did you begin the first word with a capital letter?
2. Did you leave a space between each word?
3. Point with your finger to check the spelling of each word in the sentence.
4. Point with your finger to see if you have ended a telling sentence with a period.

1. The girl is going to the zoo.

2. Jane brought her camera.

3. The fox ran up the hill.

4. The boy watched the animal.

5. Bill sat in a tree.

6. He likes to hide there.

Building Writing Competency

Page 7
Level 2
Series 1
Practice D

CAPITALIZING AND PUNCTUATING SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will practice beginning a sentence with a capital letter and ending a telling sentence with a period.

STUDY IT

STUDY CHART

Today we will practice writing telling sentences. A telling sentence tells us something.

REMEMBER: We begin the first word of a sentence with a capital letter.
We end a telling sentence with a period.
We spell each word in a sentence correctly.
We leave a space between each word.

she is working → She is working.

we can read → We can read.

she has the red ball → She has the red ball.

REVIEW IT

1. A ______ sentence tells us something.
2. We begin the first word of a sentence with a ______ letter.
3. What kind of a mark do we use at the end of a telling sentence?
   A ______.
4. We _____ each word in a sentence correctly.
5. We leave a _____ between each word.

TRY IT

Read the sentence. Write the sentence. Remember to: 1. Begin the first word of the sentence with a capital letter. 2. Spell each word correctly. 3. Leave a space between each word. 4. End a telling sentence with a period.

the boy walks to the park

STOP

CHECK IT

The boy walks to the park.

Building Writing Competency

Page 8
Level 2
Series 1
Practice D

PRACTICE PAGE NAME____________________________

Read the sentence. Write the sentence. Remember to: 1. Begin the first word of the sentence with a capital letter. 2. Spell each word correctly. 3. Leave a space between each word. 4. End a telling sentence with a period.

1. the girl is going to the zoo

2. jane brought her camera

3. the fox ran up the hill

4. the boy watched the animal

5. bill sat in a tree

6. he likes to hide there

Page 9
Level 2
Series 1

Building Writing Competency

MASTERY TEST

NAME ______________________

Read the sentence. Write the sentence. Begin the first word of the sentence with a capital letter. Spell each word correctly and leave a space between each word. End a telling sentence with a period.

1. it is time to write

2. she is reading a book

3. the teacher likes my work

4. the fox ran up the hill

5. the boy watched the animal

6. they will play a game

Building Writing Competency

Page 10
Level 2
Series 2
Practice A

CAPITALIZING AND PUNCTUATING SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will learn two key words used in asking sentences. The two key words are: who and what.

STUDY IT

STUDY CHART

This sentence asks something. → Who walks to school?

It is an asking sentence. We begin the first word of a sentence with a capital letter, and we end an asking sentence with a question mark (?).

These words often begin asking sentences: → Who What

who wrote this → Who wrote this?

what color is it → What color is it?

If a question asks who, the answer is a person.

If a question asks what, the answer is a thing.

REVIEW IT

1. We begin the first word of a sentence with a ______ letter.
2. We end an asking sentence with a ______ mark.

TRY IT

Read the sentence. Write the sentence. Remember to: 1. Begin the first word of the sentence with a capital letter. 2. Spell each word correctly. 3. Leave a space between each word. 4. End an asking sentence with a question mark.

who sees the cat

STOP

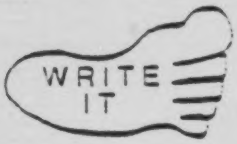
CHECK IT

Who sees the cat?

Building Writing Competency

Page 11
Level 2
Series 2
Practice A

PRACTICE PAGE NAME ______________________



Read the sentence. Write the sentence. Remember to: 1. Begin the first word of the sentence with a capital letter. 2. Spell each word correctly. 3. Leave a space between each word. 4. End a sentence that begins with who or what with a question mark.

1. what day is your birthday

2. what do you want

3. what flavor ice cream do you have

4. who is coming to the party

5. what makes you smile

6. who won the prize

Building Writing Competency

Use for correcting page 11
Level 2
Series 2
Practice A

'WRITE IT' CORRECTING BANK

1. Did you begin the first word of the sentence with a capital letter?
2. Did you leave a space between each word?
3. Did you spell each word in the sentence correctly?
4. Did you end an asking sentence with a question mark?

---

1. What day is your birthday?

2. What do you want?

3. What flavor ice cream do you have?

4. Who is coming to the party?

5. What makes you smile?

6. Who won the prize?

Building Writing Competency

Use for correcting page 13
Level 2
Series 2
Practice B

'WRITE IT' CORRECTING BANK

1. Did you begin the first word of the sentence with a capital letter?
2. Did you leave a space between each word?
3. Did you spell each word in the sentence correctly?
4. Did you end an asking sentence with a question mark?

☛ 1. Why does it rain?

☛ 2. Where did you leave the book?

☛ 3. When is your birthday?

☛ 4. Why were you absent?

☛ 5. When do I talk?

☛ 6. Where is our mail?

Building Writing Competency

Page 12
Level 2
Series 2
Practice B

CAPITALIZING AND PUNCTUATING SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will learn three key words used in asking sentences. The three key words are: when, where, and why.

STUDY IT

STUDY CHART

This sentence asks something. → When do they sing?

It is an asking sentence. We begin the first word of a sentence with a capital letter, and we end an asking sentence with a question mark (?).

These words often begin asking sentences: → When Where Why

when do we go home → When do we go home?
where is your lunch → Where is your lunch?
why is he happy → Why is he happy?

If a question asks when, the answer is time.

If a question asks where, the answer is place.

If a question asks why, the answer is a reason.

REVIEW IT

1. We begin the first word of a sentence with a ______ letter.
2. We end an asking sentence with a _______ mark.

TRY IT

Read the sentence. Write the sentence. Remember to: 1. Begin the first word of the sentence with a capital letter. 2. Spell each word correctly. 3. Leave a space between each word. 4. End an asking sentence with a question mark.

where is the cat

STOP

CHECK IT

Where is the cat?

Building Writing Competency

Page 13
Level 2
Series 2
Practice B

PRACTICE PAGE NAME________________________________

WRITE IT

Read the sentence. Write the sentence. Remember to: 1. Begin the first word of the sentence with a capital letter. 2. Spell each word correctly. 3. Leave a space between each word. 4. End a sentence that begins with when, where, or why with a question mark.

---

1. why does it rain
2. where did you leave the book
3. when is your birthday
4. why were you absent
5. when do I talk
6. where is our mail

Building Writing Competency

Page 14
Level 2
Series 2
Practice C

CAPITALIZING AND PUNCTUATING SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will learn five key words used in asking sentences. The five key words are: who, what, when, where, and why.

STUDY IT

STUDY CHART

This sentence asks something. → When do we sing?

It is an asking sentence. We begin the first word of a sentence with a capital letter, and we end an asking sentence with a question mark (?).

These five words often begin asking sentences.

Who What When Where Why

who is going to the store	Who is going to the store?
what are you doing	What are you doing?
when will she be here	When will she be here?
where is Sally	Where is Sally?
why do we listen	Why do we listen?

If a question asks who, the answer is a person.
If a question asks what, the answer is a thing.
If a question asks when, the answer is time.
If a question asks where, the answer is place.
If a question asks why, the answer is a reason.

REVIEW IT

1. We begin the first word of a sentence with a ______ letter.
2. We end an asking sentence with a _______ mark.

TRY IT

Read the sentence. Write the sentence. Remember to: 1. Begin the first word of the sentence with a capital letter. 2. Spell each word correctly. 3. Leave a space between each word. 4. End a sentence that begins with who, what, when, where, or why with a question mark.

when do we start

STOP

CHECK IT When do we start?

Building Writing Competency

Page 15
Level 2
Series 2
Practice C

PRACTICE PAGE NAME______________________________

Read the sentence. Write the sentence. Remember to: 1. Begin the first word of the sentence with a capital letter. 2. Spell each word correctly. 3. Leave a space between each word. 4. End a sentence that begins with who, what, when, where, or why with a question mark.

1. where is your book

2. who will do a good job

3. what are we going to write today

4. when do we start school

5. why do you want it

6. where can we go

Use for correcting page 15
Level 2
Series 2
Practice C

Building Writing Competency

'WRITE IT' CORRECTING BANK

1. Did you begin the first word of the sentence with a capital letter?
2. Did you leave a space between each word?
3. Did you spell each word in the sentence correctly?
4. Did you end an asking sentence with a question mark?

---

1. Where is your book?

2. Who will do a good job?

3. What are we going to write today?

4. When do we start school?

5. Why do you want it?

6. Where can we go?

Use for correcting page 17
Level 2
Series 2
Practice D

Building Writing Competency

'WRITE IT' CORRECTING BANK

1. Did you begin the first word of the sentence with a capital letter?
2. Did you leave a space between each word?
3. Did you spell each word in the sentence correctly?
4. Did you end a telling sentence with a period or an asking sentence with a question mark?

---

1. Who ran after the ball?

2. The ball belongs to our class.

3. Why does he have two bats?

4. What is the name of our team?

5. Our team won the game.

6. Where is our bat?

CAPITALIZING AND PUNCTUATING SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will learn five key words used in asking sentences. The five key words are: who, what, when, where, and why.

STUDY IT

STUDY CHART

This sentence tells something. → The duck is here.

It is a telling sentence. A telling sentence begins with a capital letter and ends with a period.

This sentence asks something. → Where is the duck?

It is an asking sentence. An asking sentence begins with a capital letter and ends with a question mark.

These five words often begin asking sentences:

Who What When Where Why

If a question asks who, the answer is a person.
If a question asks what, the answer is a thing.
If a question asks when, the answer is time.
If a question asks where, the answer is place.
If a question asks why, the answer is a reason.

REVIEW IT

1. We begin the first word of a sentence with a ______ letter.
2. We end a telling sentence with a ______.
3. We end an asking sentence with a ________ mark.

TRY IT

Read the sentence. Write the sentence. Remember to: 1. Begin the first word of the sentence with a capital letter. 2. Spell each word correctly. 3. Leave a space between each word. 4. End a sentence that begins with who, what, when, where, or why with a question mark.

when do we play

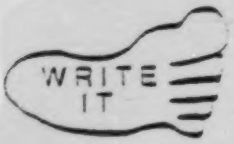
STOP

CHECK IT When do we play?

Building Writing Competency

Page 17
Level 2
Series 2
Practice D

PRACTICE PAGE NAME________________________



Read the sentence. Write the sentence. Remember to: 1. Begin the first word of the sentence with a capital letter. 2. Spell each word correctly. 3. Leave a space between each word. 4. End a sentence that begins with who, what, when, where, or why with a question mark, but we should end a telling sentence with a period.

1. who ran after the ball

2. the ball belongs to our class

3. why does he have two bats

4. what is the name of our team

5. our team won the game

6. where is our bat

Page 18
Level 2
Series 2

Building Writing Competency

MASTERY TEST

NAME______________________________

Read the sentence. Write the sentence. Remember to: 1. Begin the first word of the sentence with a capital letter. 2. Spell each word correctly. 3. Leave a space between each word. 4. End a telling sentence with a period and end a sentence that begins with who, what, when, where, or why with a question mark.

1. where were you born

2. the ball belongs to our class

3. when is your birthday

4. who will do a good job

5. why does it rain

6. our team won the game

CAPITALIZING AND PUNCTUATING SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write asking sentences using the key words can, will, or do.

STUDY IT

STUDY CHART

This sentence asks something. → Can we go to the store?

It is an asking sentence. We begin the first word of a sentence with a capital letter, and we end an asking sentence with a question mark (?).

These three words can be used to begin asking sentences.

Can Will Do

can you see me → Can you see me?
will she get a pet → Will she get a pet?
do you like the book → Do you like the book?

REVIEW IT

1. We begin the first word of a sentence with a ______ letter.
2. We end an asking sentence with a ________ mark.
3. The three words that can be used to begin asking sentences are ___, ____, __.

TRY IT

Read the sentence. Write the sentence. Remember to: 1. Begin the first word of the sentence with a capital letter. 2. Spell each word correctly. 3. Leave a space between each word. 4. End a sentence that begins with Can, Will, or Do with a question mark.

will everyone be here

STOP

CHECK IT

Will everyone be here?

Page 20
Level 2
Series 3
Practice A

Building Writing Competency

PRACTICE PAGE NAME________________________

Read the sentence. Write the sentence. Remember to: 1. Begin the first word of the sentence with a capital letter. 2. Spell each word correctly. 3. Leave a space between each word. 4. End a sentence that begins with Can, Will, or Do with a question mark.

1. can Ben hit the ball

2. do you know how to do your work

3. will we finish on time

4. do you know Mr. George

5. can Ann play today

6. will we have a party

Building Writing Competency

Use for correcting page 20
Level 2
Series 3
Practice A

'WRITE IT' CORRECTING BANK

1. Did you begin the first word of the sentence with a capital letter?
2. Did you leave a space between each word?
3. Did you spell each word in the sentence correctly?
4. Did you end an asking sentence with a question mark?

1. Can Ben hit the ball?

2. Do you know how to do your work?

3. Will we finish on time?

4. Do you know Mr. George?

5. Can Ann play today?

6. Will we have a party?

Building Writing Competency

Use for correcting page 22
Level 2
Series 3
Practice B

'WRITE IT' CORRECTING BANK

1. Did you begin the first word of the sentence with a capital letter?
2. Did you leave a space between each word?
3. Did you spell each word in the sentence correctly?
4. Did you end an asking sentence with a question mark?

---

1. Is it your birthday today?

2. Does Sam know it?

3. Has your surprise been opened?

4. Is the card from Bill?

5. Does Jane want some cake?

6. Has the ice cream melted?

Building Writing Competency

CAPITALIZING AND PUNCTUATING SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write asking sentences using the key words is, does, or has.

STUDY IT

STUDY CHART

This sentence asks something. → Is this your book?

It is an asking sentence. We begin the first word of a sentence with a capital letter, and we end an asking sentence with a question mark (?).

These three words can be used to begin asking sentences.

Is Does Has

is the van here → Is the van here?
does he have a pen → Does he have a pen?
has the mail come → Has the mail come?

REVIEW IT

1. We begin the first word of a sentence with a ______ letter.
2. We end an asking sentence with a _______ mark.
3. The three words that can be used to begin asking sentences are __, ____, ___.

TRY IT

Read the sentence. Write the sentence. Remember to: 1. Begin the first word of the sentence with a capital letter. 2. Spell each word correctly. 3. Leave a space between each word. 4. End a sentence that begins with Is, Does, or Has with a question mark.

Is she better

STOP

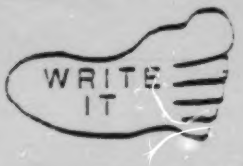
CHECK IT

Is she better?

Building Writing Competency

Page 22
Level 2
Series 3
Practice B

PRACTICE PAGE NAME________________________



Read the sentence. Write the sentence. Remember to: 1. Begin the first word of the sentence with a capital letter. 2. Spell each word correctly. 3. Leave a space between each word. 4. End a sentence that begins with Is, Does, or Has with a question mark.

1. is it your birthday today

2. does Sam know it

3. has your surprise been opened

4. is the card from Bill

5. does Jane want some cake

6. has the ice cream melted

Building Writing Competency

Page 23
Level 2
Series 3
Practice C

CAPITALIZING AND PUNCTUATING SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write asking sentences using the key words can, will, do, is, does, or has.

STUDY IT

STUDY CHART

This sentence asks something. ➞ Can the dog stay here?

It is an asking sentence. We begin the first word of a sentence with a capital letter, and we end an asking sentence with a question mark (?).

These words can be used to begin asking sentences.

Can Will Do Is Does Has

is this cat yours ⟶ Is this cat yours?
does the cat like you ⟶ Does the cat like you?
has he warm fur ⟶ Has he warm fur?

REVIEW IT

1. We begin the first word of a sentence with a ______ letter.
2. We end an asking sentence with a _______ mark.
3. These words often begin asking sentences: ___, ____, __, __, ____, ___.

TRY IT

Read the sentence. Write the sentence. Remember to: 1. Begin the first word of the sentence with a capital letter. 2. Spell each word correctly. 3. Leave a space between each word. 4. End a sentence that begins with Is, Does, Has, Can, Will, or Do with a question mark.

do you eat cookies

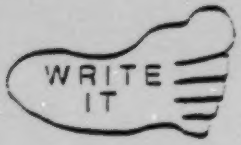
STOP

CHECK IT Do you eat cookies?

Building Writing Competency

PRACTICE PAGE NAME________________________

Page 24
Level 2
Series 3
Practice C



Read the sentence. Write the sentence. Remember to: 1. Begin the first word of the sentence with a capital letter. 2. Spell each word correctly. 3. Leave a space between each word. 4. End a sentence that begins with Is, Does, Has, Can, Will, or Do with a question mark.

1. is it time to get your work done

2. do you know what to do

3. will everyone start to work

4. has the boy done his best

5. does your paper look neat

6. can Bill do a better job

Building Writing Competency

Use for correcting page 24
Level 2
Series 3
Practice C

'WRITE IT' CORRECTING BANK

1. Did you begin the first word of the sentence with a capital letter?
2. Did you leave a space between each word?
3. Did you spell each word in the sentence correctly?
4. Did you end an asking sentence with a question mark?

1. Is it time to get your work done?

2. Do you know what to do?

3. Will everyone start to work?

4. Has the boy done his best?

5. Does your paper look neat?

6. Can Bill do a better job?

Building Writing Competency

Use for correcting page 26
Level 2
Series 3
Practice D

'WRITE IT' CORRECTING BANK

1. Did you begin the first word of the sentence with a capital letter?
2. Did you leave a space between each word?
3. Did you spell each **word in** the sentence correctly?
4. Did you end an asking sentence with a question mark?

---

1. Is there a brush in the jar?

2. Has she time to do it now?

3. We get our work done.

4. Will we do our best?

5. I like to paint.

6. Do you like to paint?

CAPITALIZING AND PUNCTUATING SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will use what we have learned about telling and asking sentences to write and punctuate them correctly.

STUDY IT

STUDY CHART

This sentence tells something. → The cat sleeps.

We begin the first word of a telling sentence with a capital letter and end the sentence with a period.

This sentence asks something. → Does the cat sleep?

We begin the first word of an asking sentence with a capital letter, and we end an asking sentence with a question mark. These words are often used to begin asking sentences.

Is Does Has Can Will Do

REVIEW IT

1. We begin the first word of a telling sentence with a ______ letter and we end the sentence with a period.
2. We begin the first word of an asking sentence with a capital letter and we end the sentence with a ________ mark.
3. These words are often used to begin asking sentences. Is, Does, _____, Can, _____, or Do.

TRY IT

Read the sentence. Write the sentence. Remember to: 1. Begin the first word of the sentence with a capital letter. 2. Spell each word correctly. 3. Leave a space between each word. 4. End a telling sentence with a period, and end a sentence that begins with Is, Does, Has, Can, Will, or Do with a question mark.

does the seal bark

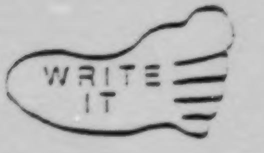
STOP

CHECK IT Does the seal bark?

Building Writing Competency

Page 26
Level 2
Series 3
Practice D

PRACTICE PAGE NAME ____________________________



We will read and write telling and asking sentences today. Read the sentence. Write the sentence. Remember to: 1. Begin the first word of the sentence with a capital letter. 2. Spell each word correctly. 3. Leave a space between each word. 4. End a sentence that begins with Is, Does, Has, Can, Will, or Do with a question mark.

1. is there a brush in the jar

2. has she time to do it now

3. we get our work done

4. will we do our best

5. i like to paint

6. do you like to paint

Building Writing Competency

MASTERY TEST

NAME______________________________

Read the sentence. Write the sentence. Remember to: 1. Begin the first word of the sentence with a capital letter. 2. Spell each word correctly. 3. Leave a space between each word. 4. End a telling sentence with a period, and end a sentence that begins with Is, Does, Has, Can, Will, or Do with a question mark.

1. has the ice cream melted

2. is there a brush in the jar

3. will we do our best

4. can Bill do a better job

5. i like to paint

6. do you know Mr. George

Building Writing Competency

Page 28
Level 2
Series 4
Practice A

CAPITALIZING AND PUNCTUATING SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will use what we have learned about telling and asking sentences to write and punctuate them correctly.

STUDY IT

STUDY CHART

This sentence tells something. → The ball is orange.

We begin the first word of a telling sentence with a capital letter and end the sentence with a period.

This sentence asks something. → What color is the ball?

We begin the first word of an asking sentence with a capital letter, and we end an asking sentence with a question mark. These words are often used to begin asking sentences.

Is Does Has Who What When Where Why Can Will Do

Remember to leave a space between each word and to spell each word correctly.

REVIEW IT

1. We begin the first word of a telling sentence with a ______ letter, and we end the sentence with a period.
2. We begin the first word of an asking sentence with a capital letter, and we end the sentence with a ________ mark.
3. These words are often used to begin asking sentences: Is, ____, Has, Who, ____, When, Where, ___, Can, ____, or Do.

TRY IT

Read the TRY IT sentence and write it correctly. Then check your sentence with the CHECK IT sentence below. Words that begin asking sentences: Is, Does, Has, Who, What, When, Where, Why, Can, Will, Do.

is the coat yellow

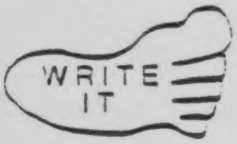
STOP

CHECK IT Is the coat yellow?

Building Writing Competency

Page 29
Level 2
Series 4
Practice A

PRACTICE PAGE NAME________________________



Read the sentences and write them correctly. Then check your sentences with the CORRECTING PAGE. Words that begin asking sentences: Is, Does, Has, Who, What, When, Where, Why, Can, Will, Do. There are three asking sentences.

1. is your name Ann

2. when does school start

3. where is my pencil

4. today there will be tacos for lunch

5. we will learn to write

6. math is easy for me

Use for correcting page 29
Level 2
Series 4
Practice A

Building Writing Competency

'WRITE IT' CORRECTING BANK

1. Did you begin the first word of the sentence with a capital letter?
2. Did you leave a space between each word?
3. Did you spell each word in the sentence correctly?
4. Did you end an asking sentence with a question mark?

---

1. Is your name Ann?

2. When does school start?

3. Where is my pencil?

4. Today there will be tacos for lunch.

5. We will learn to write.

6. Math is easy for me.

Building Writing Competency

Use for correcting page 31
Level 2
Series 4
Practice B

'WRITE IT' CORRECTING BANK

1. Did you begin the first word of the sentence with a capital letter?
2. Did you leave a space between each word?
3. Did you spell each word in the sentence correctly?
4. Did you end an asking sentence with a question mark?

---

1. Is his house very far away?

2. When will we eat lunch?

3. Dan lives on Watt Avenue.

4. Does everyone have a book?

5. Has he walked home?

6. Is it Tuesday?

CAPITALIZING AND PUNCTUATING SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will use what we have learned about telling and asking sentences to write and punctuate them correctly.

STUDY IT

STUDY CHART

This sentence tells something. → Jim is the new boy.

We begin the first word of a telling sentence with a capital letter and end the sentence with a period.

This sentence asks something. → Who is the new boy?

We begin the first word of an asking sentence with a capital letter, and we end an asking sentence with a question mark. These words are often used to begin asking sentences.

Is Does Has Who What When Where Why Can Will Do

Remember to leave a space between each word and to spell each word correctly.

REVIEW IT

1. We begin the first word of a telling sentence with a ______ letter, and we end the sentence with a period.
2. We begin the first word of an asking sentence with a capital letter, and we end the sentence with a ______ mark.
3. These words are often used to begin asking sentences: Is, ____, Has, Who, ____, When, Where, ___, Can, ____, or Do.

TRY IT

Read the TRY IT sentence and write it correctly. Then check your sentence with the CHECK IT sentence below. Words that begin asking sentences: Is, Does, Has, Who, What, When, Where, Why, Can, Will, Do.

do you play soccer

STOP

CHECK IT Do you play soccer?

Building Writing Competency

Page 31
Level 2
Series 4
Practice B

PRACTICE PAGE NAME______________________

Read the sentences and write them correctly. Then check your sentences with the CORRECTING PAGE. Words that begin asking sentences: Is, Does, Has, Who, What, When, Where, Why, Can, Will, Do. There are five asking sentences.

1. is his house very far away

2. when will we eat lunch

3. dan lives on Watt Avenue

4. does everyone have a book

5. has he walked home

6. is it Tuesday

Building Writing Competency

Page 32
Level 2
Series 4
Practice C

CAPITALIZING AND PUNCTUATING SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will use what we have learned about telling and asking sentences to write and punctuate them correctly.

STUDY IT

STUDY CHART

This sentence tells something. → The bat is in the box.

We begin the first word of a telling sentence with a capital letter and end the sentence with a period.

This sentence asks something. → Where is the bat?

We begin the first word of an asking sentence with a capital letter, and we end an asking sentence with a question mark. These words are often used to begin asking sentences.

Is Does Has Who What When Where Why Can Will Do

Remember to leave a space between each word and to spell each word correctly.

REVIEW IT

1. We begin the first word of a telling sentence with a ______ letter, and we end the sentence with a period.
2. We begin the first word of an asking sentence with a capital letter, and we end the sentence with a ______ mark.
3. These words are often used to begin asking sentences: __, ___, ___, ___, ___, ___, ___, ___, ___, ___, __.

TRY IT

Read the TRY IT sentence and write it correctly. Then check your sentence with the CHECK IT sentence below. Words that begin asking sentences: Is, Does, Has, Who, What, When, Where, Why, Can, Will, Do.

the cat purrs.

STOP

CHECK IT The cat purrs.

Building Writing Competency

Page 33
Level 2
Series 4
Practice C

PRACTICE PAGE NAME________________________________

Read the sentences and write them correctly. Then check your sentences with the CORRECTING PAGE. Words that begin asking sentences: Is, Does, Has, Who, What, When, Where, Why, Can, Will, Do. There are four asking sentences.

1. what color is the coat

2. the coat is blue

3. does the coat have white buttons

4. has Bill paid for it

5. is it made of cotton

6. the belt is red

Building Writing Competency

Use for correcting page 33
Level 2
Series 4
Practice C

'WRITE IT' CORRECTING BANK

1. Did you begin the first word of the sentence with a capital letter?
2. Did you leave a space between each word?
3. Did you spell each word in the sentence correctly?
4. Did you end an asking sentence with a question mark?

1. What color is the coat?

2. The coat is blue.

3. Does the coat have white buttons?

4. Has Bill paid for it?

5. Is it made of cotton?

6. The belt is red.

Building Writing Competency

Use for correcting page 35
Level 2
Series 4
Practice D

'WRITE IT' CORRECTING BANK

1. Did you begin the first word of the sentence with a capital letter?
2. Did you leave a space between each word?
3. Did you spell each word in the sentence correctly?
4. Did you end an asking sentence with a question mark?

1. Jill enjoys a hamburger.

2. Do you like carrots?

3. I like to eat salad.

4. Where do you buy your tacos?

5. Will you eat a piece of cake?

6. Bill eats chicken.

Building Writing Competency

Page 34
Level 2
Series 4
Practice D

CAPITALIZING AND PUNCTUATING SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will use what we have learned about telling and asking sentences to write and punctuate them correctly.

STUDY IT

STUDY CHART

This sentence tells something. → It is noon when we eat lunch.

We begin the first word of a telling sentence with a capital letter and end the sentence with a period.

This sentence asks something. → When do we eat lunch?

We begin the first word of an asking sentence with a capital letter, and we end an asking sentence with a question mark. These words are often used to begin asking sentences.

Is Does Has Who What When Where Why Can Will Do

Remember to leave a space between each word and to spell each word correctly.

REVIEW IT

1. We begin the first word of a telling sentence with a ______ letter, and we end the sentence with a period.
2. We begin the first word of an asking sentence with a capital letter, and we end the sentence with a ______ mark.
3. These words are often used to begin asking sentences: __, ___, ___, ___, ____, ____, _____, ___, ___, ____, or __.

TRY IT

Read the TRY IT sentence and write it correctly. Then check your sentence with the CHECK IT sentence below. Words that begin asking sentences: Is, Does, Has, Who, What, When, Where, Why, Can, Will, Do.

who likes pizza

STOP

CHECK IT Who likes pizza?

Building Writing Competency

Page 35
Level 2
Series 4
Practice D

PRACTICE PAGE NAME________________________

Read the sentences and write them correctly. Then check your sentences with the CORRECTING PAGE. Words that begin asking sentences: Is, Does, Has, Who, What, When, Where, Why, Can, Will, Do. There are three asking sentences.

1. jill enjoys a hamburger

2. do you like carrots

3. i like to eat salad

4. where do you buy your tacos

5. will you eat a piece of cake

6. bill eats chicken

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Level 2
Series 4

Building Writing Competency

MASTERY TEST

NAME______________________________

Read the sentences and write them correctly. Be sure to use question marks with asking sentences. There are 4 asking sentences on today's test.

1. will you eat a piece of cake

2. today there will be tacos for lunch

3. what color is the coat

4. does the coat have white buttons

5. do you like carrots

6. the belt is red

CAPITALIZING NOUNS - STUDY PAGE

OBJECTIVE

Step by step, we will write I with a capital letter when it is used as a word.

STUDY IT

STUDY CHART

We write I with a capital letter when it is used as a word.

now i can read → Now I can read.

We begin the first word of a sentence with a capital letter. We use what we have learned about telling sentences and the key words in asking sentences to help us decide whether we end the sentences with a period or a question mark.

A period and a question mark are called punctuation marks.

REVIEW IT

1. We write I with a capital letter when it is used as a ____.
2. We begin the first word of a sentence with a ______ letter.
3. We use what we have learned about _______ sentences and the key words in asking sentences to help us decide whether we end the sentence with a period or a question mark.
4. A period and a question mark are called _________ marks.

TRY IT

Read the TRY IT sentence and write it correctly. Then check your sentence with the CHECK IT sentence below. Write I with a capital letter when it is used as a word.

now i can read

STOP

CHECK IT Now I can read.

Building Writing Competency

Page 38
Level 2
Series 5
Practice A

PRACTICE PAGE NAME______________________________

Read the sentences and write them correctly. Then check your sentences with the CORRECTING PAGE. Write I with a capital letter when it is used as a word.

1. when will i eat

2. now i know the answer

3. tomorrow i will be careful

4. will i find the cat

5. did i pass

6. yesterday i fell

Use for correcting page 38
Level 2
Series 5
Practice A

Building Writing Competency

'WRITE IT' CORRECTING BANK

Is your name on your paper?

Remember to check:
Capitals - Punctuation Marks
Spelling - Spacing

1. When will I eat?

2. Now I know the answer.

3. Tomorrow I will be careful.

4. Will I find the cat?

5. Did I pass?

6. Yesterday I fell.

Building Writing Competency

Use for correcting page 40
Level 2
Series 5
Practice B

'WRITE IT' CORRECTING BANK

Is your name on your paper?

Remember to check:
Capitals - Punctuation Marks
Spelling - Spacing

1. Today Dick rode his bike to school.

2. Will Sally bring her hamster tomorrow?

3. The name of the horse is Black Beauty.

4. Where did Jane put the brushes?

5. Mike calls his horse Dancer.

6. I saw Jim and Fluffy.

Building Writing Competency

CAPITALIZING NOUNS - STUDY PAGE

OBJECTIVE

Step by step, we will begin the names of persons and pets with a capital letter.

STUDY IT

STUDY CHART

We begin the name of a person or a pet with a capital letter.

(person) where is tom → Where is Tom?

(pet) he plays with lucky → He plays with Lucky.

We begin the first word of a sentence with a capital letter. We use what we have learned about telling sentences and the key words in asking sentences to help us decide whether we end the sentences with a period or a question mark.

A period and a question mark are called punctuation marks.

Names of persons and pets we will use today:

Sue Dick Sally Jane Mike Jim

Black Beauty Dancer Fluffy

REVIEW IT

1. We begin the name of a person or a pet with a ______ letter.
2. We begin the first word of a sentence with a ______ letter.
3. We use what we have learned about ______ sentences and the key words in asking sentences to help us decide whether we end the sentence with a period or a question mark.
4. A period and a question mark are called ________ marks.

TRY IT

Read the TRY IT sentence and write it correctly. Then check your sentence with the CHECK IT sentence below. Begin the name of a person or a pet with a capital letter.

does sue like dogs

STOP

CHECK IT

Does Sue like dogs?

Building Writing Competency

Page 40
Level 2
Series 5
Practice B

PRACTICE PAGE NAME________________________

Read the sentences and write them correctly. Then check your sentences with the CORRECTING PAGE. Begin the name of a person or a pet with a capital letter.

1. today dick rode his bike to school

2. will sally bring her hamster tomorrow

3. the name of the horse is black beauty

4. where did jane put the brushes

5. mike calls his horse dancer

6. i saw jim and fluffy

Building Writing Competency

Page 41
Level 2
Series 5
Practice C

CAPITALIZING NOUNS - STUDY PAGE

OBJECTIVE

Step by step, we will write I with a capital letter when it is used as a word. We will begin the names of persons and pets with a capital letter.

STUDY IT

STUDY CHART

We write I with a capital letter when it is used as a word.

today i ate lunch at noon → Today I ate lunch at noon.

We begin the name of a person or a pet with a capital letter.

(person) the book belongs to dan → The book belongs to Dan.

(pet) we call our cat smokey → We call our cat Smokey.

We begin the first word of a sentence with a capital letter. We use what we have learned about telling sentences and the key words in asking sentences to help us decide whether we end the sentences with a period or a question mark.

A period and a question mark are called punctuation marks.

Names of persons and pets we will use today:

Jane
Prancer
Ben
Bossie
Jack
Stormy
Jill
Polly

REVIEW IT

1. We write I with a capital letter when it is used as a ____.
2. We begin the name of a person or a pet with a ______ letter.
3. We begin the first word of a sentence with a _______ letter.
4. We use what we have learned about _______ sentences and the key words in asking sentences to help us decide whether we end the sentence with a period or a question mark.
5. A period and a question mark are called __________ marks.

TRY IT

Read the TRY IT sentence and write it correctly. Then check your sentence with the CHECK IT sentence below. Write I with a capital letter when it is used as a word, and begin the name of a person or a pet with a capital letter.

we fed prancer some hay

STOP

CHECK IT

We fed Prancer some hay.

Building Writing Competency

Page 42
Level 2
Series 5
Practice C

PRACTICE PAGE NAME______________________________

WRITE IT

Read the sentences and write them correctly. Then check your sentences with the CORRECTING PAGE. Write I with a capital letter when it is used as a word, and begin the name of a person or a pet with a capital letter.

1. we call the cow bossie

2. when can jane and i pass the paper

3. i threw the ball to stormy

4. today ben and jill will sing

5. i gave the oats to polly

6. did jack bring his mitt

Building Writing Competency

Use for correcting page 42
Level 2
Series 5
Practice C

'WRITE IT' CORRECTING BANK

Is your name on your paper?

Remember to check:
Capitals - Punctuation Marks
Spelling - Spacing

1. We call the cow Bossie.

2. When can Jane and I pass the paper?

3. I threw the ball to Stormy.

4. Today Ben and Jill will sing.

5. I gave the oats to Polly.

6. Did Jack bring his mitt?

Building Writing Competency

Use for correcting page 44
Level 2
Series 5
Practice D

'WRITE IT' CORRECTING BANK

Is your name on your paper?

Remember to check:
Capitals - Punctuation Marks
Spelling - Spacing

1. Where did Butch hide his bone?

2. Why do Sally and I have to stay after school?

3. I like to take Lad for a walk.

4. Today Bill and I are going to the park.

5. Ben and Mike play soccer.

6. Copper won the race.

Building Writing Competency

Page 43
Level 2
Series 5
Practice D

CAPITALIZING NOUNS - STUDY PAGE

OBJECTIVE

Step by step, we will write I with a capital letter when it is used as a word. We will begin the names of persons and pets with a capital letter.

STUDY IT

STUDY CHART

We write I with a capital letter when it is used as a word.

now i can read → Now I can read.

We begin the name of a person or a pet with a capital letter.

(person) will dick paint the wall → Will Dick paint the wall?

(pet) my horse is named copper → My horse is named Copper.

We begin the first word of a sentence with a capital letter. We use what we have learned about telling sentences and the key words in asking sentences to help us decide whether we end the sentences with a period or a question mark.

A period and a question mark are called punctuation marks.

Names of persons and pets we will use today:

Sally	Bill	Ben	Mike
Butch	Lad	Copper	

REVIEW IT

1. We write I with a capital letter when it is used as a ____.
2. We begin the name of a person or a pet with a ______ letter.
3. We begin the first word of a sentence with a ______ letter.
4. We use what we have learned about ______ sentences and the key words in asking sentences to help us decide whether we end the sentence with a period or a question mark.
5. A period and a question mark are called ________ marks.

TRY IT

Read the TRY IT sentence and write it correctly. Then check your sentence with the CHECK IT sentence below. Write I with a capital letter when it is used as a word, and begin the name of a person or a pet with a capital letter.

will i get a new bike

STOP

CHECK IT Will I get a new bike?

Building Writing Competency

PRACTICE PAGE NAME______________________________

Page 44
Level 2
Series 5
Practice D

WRITE IT

Read the sentences and write them correctly. Then check your sentences with the CORRECTING PAGE. Write I with a capital letter when it is used as a word, and begin the name of a person or a pet with a capital letter.

1. where did butch hide his bone

2. why do sally and i have to stay after school

3. i like to take lad for a walk

4. today bill and i are going to the park

5. ben and mike play soccer

6. copper won the race

Page 45
Level 2
Series 5

Building Writing Competency

MASTERY TEST

NAME ______________________________

Read the sentences and write them correctly. Write I with a capital letter when it is used as a word, and begin the name of a person or a pet with a capital letter. Remember to use question marks with the 3 asking sentences in today's lesson.

1. tomorrow i will be careful

2. where did jane put the brushes

3. i like to take lad for a walk

4. today ben and jill will sing

5. did jack bring his mitt

6. where did butch hide his bone

Building Writing Competency

Page 46
Level 2
Series 6
Practice A

CAPITALIZING NOUNS AND TITLES - STUDY PAGE

OBJECTIVE

Step by step, we will use a capital letter to begin the title of a person.

STUDY IT

STUDY CHART

Sometimes there is a word written before a grown-up's name. This word is called a title, and it begins with a capital letter.

Read these titles:

Ms. Mrs. Mr. Dr. Miss

These four titles end with a period.

Ms. Mrs. Mr. Dr.

Miss does not need a period.

Titles and names we will use today:

Dr. Smith	Mr. and Mrs. Black	Mr. Jones	Ms. Wolfe
Mr. Gould	Mrs. Fox	Dr. Lee	

REVIEW IT

1. The word that is written before a grown-up's name is called a _____.
2. Five titles we can use are ___, ____, ___, ___, and ___.
3. Ms., Mrs., Mr., and Dr. all end with a _____.
4. ____ does not need a period.

TRY IT

Read the TRY IT sentence and write it correctly. Then check your sentence with the CHECK IT sentence below. Remember to use a capital letter to begin a title, and decide which kind of punctuation is needed after a title and at the end of the sentence.

i like mr jones

STOP

CHECK IT

I like Mr. Jones.

Building Writing Competency

Page 47
Level 2
Series 6
Practice A

PRACTICE PAGE NAME________________________

WRITE IT

Read the sentences and write them correctly. Remember to use a capital letter to begin a title, and decide which kind of punctuation is needed after a title and at the end of the sentence.

1. today dr lee pulled my tooth

2. did mr and mrs black win the prize

3. i help ms wolfe wash dishes

4. now mr and mrs fox are home

5. we know mr gould

6. he sees dr smith today

Building Writing Competency

Use for correcting page 47
Level 2
Series 6
Practice A

'WRITE IT' CORRECTING BANK

Is your name on your paper?

Remember to check:
Capitals - Punctuation Marks
Spelling - Spacing

1. Today Dr. Lee pulled my tooth.

2. Did Mr. and Mrs. Black win the prize?

3. I help Ms. Wolfe wash dishes.

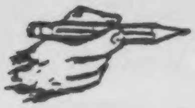
4. Now Mr. and Mrs. Fox are home.

5. We know Mr. Gould.

6. He sees Dr. Smith today.

Building Writing Competency

Use for correcting page 49
Level 2
Series 6
Practice B



'WRITE IT' CORRECTING BANK

Is your name on your paper?

Remember to check:
Capitals - Punctuation Marks
Spelling - Spacing

1. My teacher is Mrs. Colby.

2. Will Mr. and Mrs. Shire be home?

3. Will Dr. Gray be in?

4. Does Jane know where Mr. Doe lives?

5. I hope Miss Lee is there.

6. Can I go to see Ms. Brown?

Building Writing Competency

Page 48
Level 2
Series 6
Practice B

CAPITALIZING NOUNS AND TITLES - STUDY PAGE

OBJECTIVE

Step by step, we will use a capital letter to begin the title of a person.

STUDY IT

STUDY CHART

Sometimes there is a word written before a grown-up's name. This word is called a title, and it begins with a capital letter.

Read these titles:

Ms. Mrs. Mr. Dr. Miss

These four titles end with a period.

Ms. Mrs. Mr. Dr.

Miss does not need a period.

Titles and names we will use today:

Dr. Green Mrs. Colby Mr. and Mrs. Shire Dr. Gray

Ms. Brown Miss Lee Mr. Doe

REVIEW IT

1. The word that is written before a grown-up's name is called a _____.
2. Five titles we can use are ___, ____, __, ___, and ____.
3. Ms., Mrs., Mr., and Dr. all end with a _____.
4. _____ does not need a period.

TRY IT

Read the TRY IT sentence and write it correctly. Then check your sentence with the CHECK IT sentence below. Remember to use a capital letter to begin a title, and decide which kind of punctuation is needed after a title and at the end of the sentence.

i saw dr green today

STOP

CHECK IT

I saw Dr. Green today.

Building Writing Competency

Page 49
Level 2
Series 6
Practice B

PRACTICE PAGE NAME____________________________

WRITE IT

Read the sentences and write them correctly. Remember to use a capital letter to begin a title, and decide which kind of punctuation is needed after a title and at the end of the sentence.

1. my teacher is mrs colby

2. will mr and mrs shire be home

3. will dr gray be in

4. does jane know where mr doe lives

5. i hope miss lee is there

6. can i go to see ms brown

CAPITALIZING NOUNS AND TITLES - STUDY PAGE

BWC
STUDY IT

OBJECTIVE

Step by step, we will use a capital letter to begin the title of a person.

STUDY CHART

Sometimes there is a word written before a grown-up's name. This word is called a title, and it begins with a capital letter.

Read these titles:

Ms. Mrs. Mr. Dr. Miss

These four titles end with a period.

Ms. Mrs. Mr. Dr.

Miss does not need a period.

Titles and names we will use today:

Mr. and Mrs. Young Dr. Spencer Miss Turner

Mrs. Day Ms. Mills Mr. Rand Mr. and Mrs. Pine

REVIEW IT

1. The word that is written before a grown-up's name is called a _____.
2. Five titles we can use are ___, _____, ___, ___, and ____.
3. Ms., Mrs., Mr., and Dr. all end with a ______.
4. ____ does not need a period.

TRY IT

Read the TRY IT sentence and write it correctly. Then check your sentence with the CHECK IT sentence below. Remember to use a capital letter to begin a title, and decide which kind of punctuation is needed after a title and at the end of the sentence.

ms mills is at the store

STOP

CHECK IT

Ms. Mills is at the store.

Building Writing Competency

Page 51
Level 2
Series 6
Practice C

PRACTICE PAGE NAME____________________________

Read the sentences and write them correctly. Remember to use a capital letter to begin a title, and decide which kind of punctuation is needed after a title and at the end of the sentence.

1. mr and mrs pine went to school

2. sally ate with mr and mrs young

3. we will have dr spencer talk with us

4. what did miss turner say

5. i stay with mrs day

6. who is mr rand

Building Writing Competency

Use for correcting page 51
Level 2
Series 6
Practice C

'WRITE IT' CORRECTING BANK

Is your name on your paper?

Remember to check:
Capitals - Punctuation Marks
Spelling - Spacing

1. Mr. and Mrs. Pine went to school.

2. Sally ate with Mr. and Mrs. Young.

3. We will have Dr. Spencer talk with us.

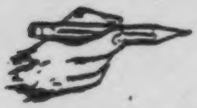
4. What did Miss Turner say?

5. I stay with Mrs. Day.

6. Who is Mr. Rand?

Building Writing Competency

Use for correcting page 53
Level 2
Series 6
Practice D



'WRITE IT' CORRECTING BANK

Is your name on your paper?

Remember to check:
Capitals - Punctuation Marks
Spelling - Spacing

1. Where is Dr. Ross today?

2. I help Mrs. Fox with the paper.

3. Mr. and Mrs. Hill took a trip.

4. We will visit Ms. Hall.

5. Have you met Miss Scott?

6. When do I see Mr. Brown?

CAPITALIZING NOUNS AND TITLES - STUDY PAGE

OBJECTIVE

Step by step, we will use a capital letter to begin the title of a person.

STUDY IT

STUDY CHART

Sometimes there is a word written before a grown-up's name. This word is called a title, and it begins with a capital letter.

Read these titles:

Ms. Mrs. Mr. Dr. Miss

These four titles end with a period.

Ms. Mrs. Mr. Dr.

Miss does not need a period.

Titles and names we will use today:

Mrs. Pell Dr. Ross Mrs. Fox Mr. Brown

Mr. and Mrs. Hill Ms. Hall Miss Scott

REVIEW IT

1. The word that is written before a grown-up's name is called a _____.
2. Five titles we can use are ___, ____, ___, ___, and ____.
3. Ms., Mrs., Mr., and Dr. all end with a _____.
4. ____ does not need a period.

TRY IT

Read the TRY IT sentence and write it correctly. Then check your sentence with the CHECK IT sentence below. Remember to use a capital letter to begin a title, and decide which kind of punctuation is needed after a title and at the end of the sentence.

does mrs pell live here

STOP

CHECK IT

Does Mrs. Pell live here?

Building Writing Competency

Page 53
Level 2
Series 6
Practice D

PRACTICE PAGE NAME________________________

WRITE IT

Read the sentences and write them correctly. Remember to use a capital letter to begin a title, and decide which kind of punctuation is needed after a title and at the end of the sentence.

1. where is dr ross today

2. i help mrs fox with the paper

3. mr and mrs hill took a trip

4. we will visit ms hall

5. have you met miss scott

6. when do i see mr brown

Building Writing Competency

MASTERY TEST

NAME________________________________

Read the sentences and write them correctly. Remember to use a capital letter to begin a title, and decide which kind of punctuation is needed after a title and at the end of the sentence. There are 3 asking sentences on today's test.

1. did mr and mrs black win the prize

2. i hope miss lee is there

3. mr and mrs hill took a trip

4. sally ate with mr and mrs young

5. when will dr gray be in

6. when do i see mr brown

CAPITALIZING NOUNS - DATES - STUDY PAGE

OBJECTIVE

Step by step, we will learn to write dates correctly.

STUDY IT

STUDY CHART

We begin the name of a day of the week with a capital letter.

Sunday	Monday	Tuesday
Wednesday	Thursday	Friday
Saturday		

REMEMBER: We also use a capital letter:

- to begin the first word of a sentence.
- to begin the name of a person or pet.
- to begin the title of a person.
- for I when it is used as a word.

REVIEW IT

1. We begin the name of a day of the week with a ______ letter.
2. We use a capital letter to begin the _____ word of a sentence.
3. We use a capital letter to begin the name of a ______ or pet.
4. We use a capital letter to begin a title of a ______.
5. We use a capital letter for I when it is used as a ___.

TRY IT

Read the TRY IT sentence and write it correctly. Then check your sentence with the CHECK IT sentence below. Remember to begin the name of a day of the week and the name of a special day with a capital letter.

i worked in the yard sunday

STOP

CHECK IT I worked in the yard Sunday.

Building Writing Competency

Page 56
Level 2
Series 7
Practice A

PRACTICE PAGE NAME ______________________________

WRITE IT

Read the sentences and write them correctly. Remember to begin the name of a day of the week with a capital letter.

1. what day comes after thursday

2. where will you be wednesday

3. we eat hamburgers on saturday

4. will mike be home tuesday

5. on monday we will swim

6. we won the race friday

Use for correcting page 56
Level 2
Series 7
Practice A

Building Writing Competency

'WRITE IT' CORRECTING BANK

Is your name on your paper?

Remember to check:
Capitals - Punctuation Marks
Spelling - Spacing

1. What day comes after Thursday?

2. Where will you be Wednesday?

3. We eat hamburgers on Saturday.

4. Will Mike be home Tuesday?

5. On Monday we will swim.

6. We won the race Friday.

Use for correcting page 58
Level 2
Series 7
Practice B

Building Writing Competency

'WRITE IT' CORRECTING BANK

Is your name on your paper?

Remember to check:
Capitals - Punctuation Marks
Spelling - Spacing

1. Will Bob race this Friday?

2. When is Independence Day?

3. Last New Year's Day I watched the parade.

4. Is Ground Hog Day on Wednesday?

5. This Monday we took a test.

6. I jog on Tuesday.

Building Writing Competency

Page 57
Level 2
Series 7
Practice B

CAPITALIZING NOUNS - DATES - STUDY PAGE

OBJECTIVE

Step by step, we will learn to write dates correctly.

STUDY IT

STUDY CHART

We begin the name of a day of the week with a capital letter.

Sunday Monday Tuesday
Wednesday Thursday Friday
Saturday

We begin the name of a special day with a capital letter.

New Year's Day Memorial Day
Ground Hog Day Independence Day

REMEMBER: We also use a capital letter:

- to begin the first word of a sentence.
- to begin the name of a person or pet.
- to begin the title of a person.
- for I when it is used as a word.

REVIEW IT

1. We begin the name of a day of the week with a _______ letter.
2. We begin the name of a special ___ with a capital letter.
3. We use a capital letter to begin the _____ word of a sentence.
4. We use a capital letter to begin the name of a ______ or pet.
5. We use a capital letter to begin a title of a ______.
6. We use a capital letter for I when it is used as a ____.

TRY IT

Read the TRY IT sentence and write it correctly. Then check your sentence with the CHECK IT sentence below. Remember to begin the name of a day of the week and the name of a special day with a capital letter.

the parade is on memorial day

STOP

CHECK IT The parade is on Memorial Day.

Building Writing Competency

Page 58
Level 2
Series 7
Practice B

PRACTICE PAGE NAME________________________

Read the sentences and write them correctly. Remember to begin the name of a day of the week and the name of a special day with a capital letter.

1. will bob race this friday

2. when is independence day

3. last new year's day i watched the parade

4. is ground hog day on wednesday

5. this monday we took a test

6. i jog on tuesday

CAPITALIZING NOUNS - DATES - STUDY PAGE

BWC
STUDY IT

OBJECTIVE

Step by step, we will learn to write dates correctly.

STUDY CHART

We begin the name of a month with a capital letter.

January	February	March
April	May	June
July	August	September
October	November	December

REMEMBER: We also use a capital letter:

- to begin the first word of a sentence.
- to begin the name of a person or pet.
- for I when it is used as a word.
- to begin the title of a person.
- to begin the name of a day.
- to begin the name of a special day.

REVIEW IT

1. We begin the name of a month with a ______ letter.
2. We also use a capital letter:
   - to begin the first word of a ________.
   - to begin the name of a ______ or pet.
   - for I when it is used as a ____.
   - to begin the title of a ______.
   - to begin the ____ of a day.
   - to begin the name of a _______ day.

TRY IT

Read the TRY IT sentence and write it correctly. Then check your sentence with the CHECK IT sentence below. Remember to begin the name of a month with a capital letter.

it is hot in july

STOP

CHECK IT

It is hot in July.

Building Writing Competency

Page 60
Level 2
Series 7
Practice C

PRACTICE PAGE NAME____________________________

Read the sentences and write them correctly. Remember to begin the name of a month with a capital letter.

1. nan and i went to disneyland in august

2. sometimes it snows in february

3. is january the first month of the year

4. which month comes before december

5. we look for frogs in may

6. her birthday is in july

Use for correcting page 60
Level 2
Series 7
Practice C

Building Writing Competency

'WRITE IT' CORRECTING BANK

Is your name on your paper?

Remember to check:
Capitals - Punctuation Marks
Spelling - Spacing

1. Nan and I went to Disneyland in August.

2. Sometimes it snows in February.

3. Is January the first month of the year?

4. Which month comes before December?

5. We look for frogs in May.

6. Her birthday is in July.

Building Writing Competency

Use for correcting page 62
Level 2
Series 7
Practice D

'WRITE IT' CORRECTING BANK

Is your name on your paper?

Remember to check:
Capitals - Punctuation Marks
Spelling - Spacing

1. The wind is cold in November.

2. Will Easter be in April this year?

3. We will have a party in October.

4. Next September I will be in third grade.

5. School closes in June.

6. We fly kites in March.

CAPITALIZING NOUNS - DATES - STUDY PAGE

OBJECTIVE

Step by step, we will learn to write dates correctly.

STUDY IT

STUDY CHART

We begin the name of a month with a capital letter.

January	February	March
April	May	June
July	August	September
October	November	December

REMEMBER: We also use a capital letter:

- to begin the first word of a sentence.
- to begin the name of a person or pet.
- for I when it is used as a word.
- to begin the title of a person.
- to begin the name of a day.
- to begin the name of a special day.

REVIEW IT

1. We begin the name of a month with a ______ letter.
2. We also use a capital letter:
   - to begin the first word of a _______.
   - to begin the name of a _____ or pet.
   - for I when it is used as a ___.
   - to begin the title of a _____.
   - to begin the ____ of a day.
   - to begin the name of a ______ day.

TRY IT

Read the TRY IT sentence and write it correctly. Then check your sentence with the CHECK IT sentence below. Remember to begin the name of a month with a capital letter.

flowers bloom in may

STOP

CHECK IT Flowers bloom in May.

Building Writing Competency

Page 62
Level 2
Series 7
Practice D

PRACTICE PAGE NAME________________________

WRITE IT

Read the sentences and write them correctly. Remember to begin the name of a month with a capital letter.

1. the wind is cold in november

2. will easter be in april this year

3. we will have a party in october

4. next september i will be in third grade

5. school closes in june

6. we fly kites in march

Page 63
Level 2
Series 7

Building Writing Competency

MASTERY TEST

NAME______________________________

Read the sentences and write them correctly. Remember to begin the name of a day of the week, the name of a special day, and the name of a month with a capital letter. There are 3 asking sentences on today's test.

1. where will you be wednesday

2. is ground hog day on wednesday

3. sometimes it snows in february

4. when is independence day

5. school closes in june

6. on monday we will swim

Building Writing Competency

Page 64
Level 2
Series 8
Practice A

CAPITALIZING AND PUNCTUATING - DATES - STUDY PAGE

OBJECTIVE

Step by step, we will learn to write dates correctly.

STUDY IT

STUDY CHART

Today we will learn to use the comma (,) between the date and year. A comma is a punctuation mark.

Month	Date	Year
May	19,	1989
October	31,	1984
August	15,	1986

The wedding is May 19, 1989.
Halloween is on October 31, 1984.
My tenth birthday is August 15, 1986.

REMEMBER: We begin the name of a day or month with a capital letter. The name of a special day begins with a capital letter.

Christmas   Valentine's Day   Thanksgiving

REVIEW IT

1. We use a comma between a ____ and year.
2. We begin the name of a day or a month with a ______ letter.
3. The name of a special day begins with a ______ letter.

TRY IT

Read the TRY IT sentence and write it correctly. Then check your sentence with the CHECK IT sentence below. Remember to use a comma between a date and year.

we swam on august 4 1982

STOP

CHECK IT

We swam on August 4, 1982.

Building Writing Competency

Page 65
Level 2
Series 8
Practice A

PRACTICE PAGE NAME________________________

Read the sentences and write them correctly. Remember to use a comma between a date and year.

1. the wedding is october 25 1983

2. valentine's day is february 14 1982

3. we went to the zoo on april 10 1982

4. my sister was born on october 14 1983

5. is it january 2 1984

6. school begins september 2 1985

Building Writing Competency

Use for correcting page 65
Level 2
Series 8
Practice A

'WRITE IT' CORRECTING BANK

Is your name on your paper?

Remember to check:
Capitals - Punctuation Marks
Spelling - Spacing

1. The wedding is October 25, 1983.

2. Valentine's Day is February 14, 1982.

3. We went to the zoo on April 10, 1982.

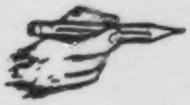
4. My sister was born on October 14, 1983.

5. Is it January 2, 1984?

6. School begins September 2, 1985.

Building Writing Competency

Use for correcting page 67
Level 2
Series 8
Practice B



'WRITE IT' CORRECTING BANK

Is your name on your paper?

Remember to check:
Capitals - Punctuation Marks
Spelling - Spacing

1. We will be in school after September 2, 1983.

2. We moved here on July 12, 1982

3. It was cold on February 7, 1981.

4. The cooler stopped working on June 6, 1984.

5. It rained on October 31, 1986.

6. Mr. Lee sang here on May 5, 1982.

Building Writing Competency

Page 66
Level 2
Series 8
Practice B

CAPITALIZING AND PUNCTUATING - DATES - STUDY PAGE

OBJECTIVE

Step by step, we will learn to write dates correctly.

STUDY IT

STUDY CHART

Today we will learn to use the comma (,) between the date and year. A comma is a punctuation mark.

Month	Date	Year
January	22,	1985
July	4,	1984
November	18,	1987

The circus will be here on January 22, 1985.
The lamb was born on July 4, 1984.
The package came on November 18, 1987.

REMEMBER: We begin the name of a day or month with a capital letter. The name of a special day begins with a capital letter.

Easter April Fool's Day Groundhog Day

REVIEW IT

1. We use a comma between a ____ and year.
2. We begin the name of a day or a month with a _______ letter.
3. The name of a special day begins with a _______ letter.

TRY IT

Read the TRY IT sentence and write it correctly. Then check your sentence with the CHECK IT sentence below. Remember to use a comma between a date and year.

the party is on february 14 1983

STOP

CHECK IT The party is on February 14, 1983.

Building Writing Competency

Page 67
Level 2
Series 8
Practice B

PRACTICE PAGE NAME____________________

Read the sentences and write them correctly. Remember to use a comma between a date and year.

1. we will be in school after september 2 1983

2. we moved here on july 12 1982

3. it was cold on february 7 1981

4. the cooler stopped working on june 6 1984

5. it rained on october 31 1986

6. mr lee sang here on may 5 1982

CAPITALIZING AND PUNCTUATING - DATES - STUDY PAGE

OBJECTIVE

Step by step, we will learn to write dates correctly.

STUDY IT

STUDY CHART

Yesterday we practiced using a comma (,) between a date and a year. → May 19, 1989

Today we will learn to use the comma between the day and month. A comma is a punctuation mark.

Day	Month	Date
Monday,	February	7
Sunday,	September	8

The meeting was on Monday, February 7.
We will return from our camping trip on Sunday, September 8.

REMEMBER: We begin the name of a day or month with a capital letter. The name of a special day begins with a capital letter.

Mother's Day   Father's Day   Memorial Day

REVIEW IT

1. We use a comma between a ____ and a year.
2. We use a comma between a day and a _____.
3. We begin the name of a day or a month with a _______ letter.
4. The name of a special day begins with a ______ letter.

TRY IT

Read the TRY IT sentence and write it correctly. Then check your sentence with the CHECK IT sentence below. Remember to use a comma between a day and a month.

[illegible]r party is on tuesday february 14

STOP

CHECK IT

Our party is on Tuesday, February 14.

Building Writing Competency

PRACTICE PAGE NAME

Page 69
Level 2
Series 8
Practice C

WRITE IT

Read the sentences and write them correctly. Remember to use a comma between a day and a month.

1. bill bought popcorn on friday january 29

2. mother's day is on sunday may 9

3. did it rain on saturday february 13

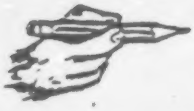
4. is father's day on sunday june 20

5. we saw the parade on memorial day

6. she sang for us on monday may 1

Building Writing Competency

Use for correcting page 69
Level 2
Series 8
Practice C



'WRITE IT' CORRECTING BANK

Is your name on your paper?

Remember to check:
Capitals - Punctuation Marks
Spelling - Spacing

1. Bill bought popcorn on Friday, January 29.

2. Mother's Day is on Sunday, May 9.

3. Did it rain on Saturday, February 13?

4. Is Father's Day on Sunday, June 20?

5. We saw the parade on Memorial Day.

6. She sang for us on Monday, May 1.

Building Writing Competency

Use for correcting page 71
Level 2
Series 8
Practice D

'WRITE IT' CORRECTING BANK

Is your name on your paper?

Remember to check:
Capitals - Punctuation Marks
Spelling - Spacing

1. We went fishing on Saturday, March 2.

2. I bought a ball on Friday, January 6.

3. He was born on Wednesday, October 2.

4. Ben read five books on Monday, April 1.

5. Today is Friday, December 5.

6. The tree fell last Friday, March 2.

Building Writing Competency

Page 70
Level 2
Series 8
Practice D

CAPITALIZING AND PUNCTUATING - DATES - STUDY PAGE

OBJECTIVE

Step by step, we will learn to write dates correctly.

STUDY IT

STUDY CHART

Today we will learn to use the comma between the day and month. A comma is a punctuation mark.

Day	Month	Date
Wednesday,	August	15
Saturday,	December	25
Thursday,	November	24

My birthday is on Wednesday, August 15.
Christmas is on Saturday, December 25.
Thanksgiving is on Thursday, November 24.

REMEMBER: We begin the name of a day or month with a capital letter. The name of a special day begins with a capital letter.

New Year's Day   Thanksgiving   Halloween

REVIEW IT

1. We use a comma between a day and a ____.
2. We begin the name of a day or a month with a ______ letter.
3. The name of a special day begins with a ______ letter.

TRY IT

Read the TRY IT sentence and write it correctly. Then check your sentence with the CHECK IT sentence below. Remember to use a comma between a day and a month.

it rained on monday may 3

STOP

CHECK IT

It rained on Monday, May 3.

Building Writing Competency

PRACTICE PAGE NAME________________________

Page 71
Level 2
Series 8
Practice D

Read the sentences and write them correctly. Remember to use a comma between a date and year.

1. we went fishing on saturday march 2

2. i bought a ball on friday january 6

3. he was born on wednesday october 2

4. ben read five books on monday april 1

5. today is friday december 5

6. the tree fell last friday march 2

Building Writing Competency

Page 72
Level 2
Series 8

MASTERY TEST

NAME________________________

Read the sentences and write them correctly. Remember to use a comma between a date and year and between a day and a month. There is one asking sentence on today's test.

1. valentine's day is february 14 1982

2. did it rain on saturday february 13

3. she sang for us on monday may 1

4. it rained on october 31 1986

5. it was cold on february 7 1981

6. today is friday december 5 1982

PLACE NOUNS - STUDY PAGE

OBJECTIVE

Step by step, we will learn to use capital letters to write the names of streets correctly.

STUDY IT

STUDY CHART

Each street has its own name. → Oak Street A Street

Road, Boulevard, Circle, Court, Avenue, Lane, Way, or Drive can be used in place of the word Street.

Sand Road
Judy Court
Milton Way

Elkhorn Boulevard
Watt Avenue
Greenhill Drive

Green Circle
Graylock Lane

When you write the name of a street, each word begins with a capital letter.

Drumm Road
Great Court

Lincoln Way
Whaler Avenue

Names of streets you will use today:

Judy Court
Sand Road
Green Circle

Elkhorn Boulevard
Greenhill Drive

Great Court
Lincoln Way

REVIEW IT

1. Road, Boulevard, Circle, Court, Avenue, Lane, Way, or Drive can be used in place of the word ______.
2. When you write the name of a street, each word begins with a ______ letter.

TRY IT

DIRECTIONS FOR 'TRY IT': Read the sentence. Decide which words need to begin with a capital letter and what kind of punctuation mark is needed. Write the sentence.

i live on judy court

STOP

CHECK IT

I live on Judy Court.

Building Writing Competency

Page 74
Level 2
Series 9
Practice A

PRACTICE PAGE NAME ____________________

DIRECTIONS: Read each sentence. Decide which words need to begin with a capital letter. Then decide what kind of punctuation mark is needed. Write the sentence.

Street names you will use today: Elkhorn Boulevard Holly Court Lincoln Way Daisy Circle Sand Road Greenhill Drive

1. do you live near elkhorn boulevard

2. is holly court in Sacramento

3. do you live on lincoln way

4. come to daisy circle sunday

5. the show is on sand road

6. where is greenhill drive

Building Writing Competency

Use for correcting page 74
Level 2
Series 9
Practice A

'WRITE IT' CORRECTING BANK

Is your name on your paper?

Remember to check:
Capitals - Punctuation Marks
Spelling - Spacing

1. Do you live near Elkhorn Boulevard?

2. Is Holly Court in Sacramento?

3. Do you live on Lincoln Way?

4. Come to Daisy Circle Sunday.

5. The show is on Sand Road.

6. Where is Greenhill Drive?

Building Writing Competency

Use for correcting page 76
Level 2
Series 9
Practice B

'WRITE IT' CORRECTING BANK

Is your name on your paper?

Remember to check:
Capitals - Punctuation Marks
Spelling - Spacing

1. Did you know Watt Avenue is more than 3 miles long?

2. I live on Cutter Lane.

3. The store is on E Street.

4. Take the Raley Boulevard exit.

5. Where is Larry Way?

6. His house is on Wall Court.

PLACE NOUNS - STUDY PAGE

OBJECTIVE

Step by step, we will learn to use capital letters to write the names of streets correctly.

STUDY IT

STUDY CHART

Each street has its own name. → Kent Street C Street

Road, Boulevard, Circle, Court, Avenue, Lane, Way, or Drive can be used in place of the word Street.

Miner Road
Larry Way
Wall Court
Drake Boulevard
Madison Avenue
L Street
Glad Circle
Cutter Lane

When you write the name of a street, each word begins with a capital letter.

Jay Street
Richards Boulevard
El Camino Avenue

Names of streets you will use today:

Oak Way
E Street
Wall Court
Watt Avenue
Raley Boulevard
Cutter Lane
Larry Way

REVIEW IT

1. Road, Boulevard, Circle, Court, Avenue, Lane, Way, or Drive can be used in place of the word ______.
2. When you write the name of a street, each word begins with a ______ letter.

TRY IT

DIRECTIONS FOR 'TRY IT': Read the sentence. Decide which words need to begin with a capital letter and what kind of punctuation mark is needed. Write the sentence.

is the park on oak way

STOP

CHECK IT

Is the park on Oak Way?

Building Writing Competency

Page 76
Level 2
Series 9
Practice B

PRACTICE PAGE NAME________________________

DIRECTIONS: Read each sentence. Decide which words need to begin with a capital letter. Then decide what kind of punctuation mark is needed. Write the sentence.

Street names you will use today: Watt Avenue Cutter Lane
E Street Raley Boulevard Larry Way Wall Court

1. did you know watt avenue is more than 3 miles long

2. i live on cutter lane

3. the store is on e street

4. take the raley boulevard exit

5. where is larry way

6. his house is on wall court

PLACE NOUNS - STUDY PAGE

OBJECTIVE

Step by step, we will learn to use capital letters to write the names of streets correctly.

STUDY IT

STUDY CHART

Each street has its own name. → First Street X Street

Road, Boulevard, Circle, Court, Avenue, Lane, Way, or Drive can be used in place of the word Street.

Miner Road
Brook Avenue
Post Lane
Riverside Boulevard
Redwood Court
El Rio Street
Rose Circle
Windmill Way

When you write the name of a street, each word begins with a capital letter.

Fifth Street Land Park Drive Rio Del Oro Drive

Names of streets you will use today:

N Street
Post Lane
Rose Circle
Brook Avenue
Auburn Boulevard
Windmill Way
Miner Road
Owens Street

REVIEW IT

1. Road, Boulevard, Circle, Court, Avenue, Lane, Way, or Drive can be used in place of the word ______.
2. When you write the name of a street, each word begins with a ______ letter.

TRY IT

DIRECTIONS FOR 'TRY IT': Read the sentence. Decide which words need to begin with a capital letter and what kind of punctuation mark is needed. Write the sentence.

the office is on n street

STOP

CHECK IT

The office is on N Street.

Building Writing Competency

Page 78
Level 2
Series 9
Practice C

PRACTICE PAGE NAME ____________________

WRITE IT

DIRECTIONS: Read each sentence. Decide which words need to begin with a capital letter. Then decide what kind of punctuation mark is needed. Write the sentence.

Street names you will use today: Brook Avenue Miner Road Post Lane Auburn Boulevard Owens Street Rose Circle Windmill Way

1. brook avenue crosses miner road

2. the horse barn is on post lane

3. is the skating rink on auburn boulevard

4. does bill live near owens street

5. rose circle is where i live

6. windmill way is a new street.

Building Writing Competency

Use for correcting page 78
Level 2
Series 9
Practice C

'WRITE IT' CORRECTING BANK

Is your name on your paper?

Remember to check:
Capitals - Punctuation Marks
Spelling - Spacing

1. Brook Avenue crosses Miner Road.

2. The horse barn is on Post Lane.

3. Is the skating rink on Auburn Boulevard?

4. Does Bill live near Owens Street?

5. Rose Circle is where I live.

6. Windmill Way is a new street.

Building Writing Competency

Use for correcting page 80
Level 2
Series 9
Practice D

'WRITE IT' CORRECTING BANK

Is your name on your paper?

Remember to check:
Capitals - Punctuation Marks
Spelling - Spacing

1. Sunset Boulevard is a street in Hollywood.

2. The dog on Miller Circle has puppies.

3. The park is on Santa Rosa Avenue.

4. Skipper Court is near the lake.

5. Where is Moon Drive?

6. Bill works on Oak Lane.

PLACE NOUNS - STUDY PAGE

OBJECTIVE

Step by step, we will learn to use capital letters to write the names of streets correctly.

STUDY IT

STUDY CHART

Each street has its own name. → Benson Avenue M Street

Road, Boulevard, Circle, Court, Avenue, Lane, Way, or Drive can be used in place of the word Street.

Star Road	Sunset Boulevard	Miller Circle
Moon Drive	Santa Rosa Avenue	Del Campo Way
Oak Lane	Skipper Court	

When you write the name of a street, each word begins with a capital letter.

Tenth Avenue Hillsdale Boulevard Twin Oaks Drive

Names of streets you will use today:

Star Road	Sunset Boulevard	Miller Circle
Moon Drive	Santa Rosa Avenue	Skipper Court
Oak Lane		

REVIEW IT

1. Road, Boulevard, Circle, Court, Avenue, Lane, Way, or Drive can be used in place of the word ______.
2. When you write the name of a street, each word begins with a ______ letter.

TRY IT

DIRECTIONS FOR 'TRY IT': Read the sentence. Decide which words need to begin with a capital letter and what kind of punctuation mark is needed. Write the sentence.

star road has a bike path

STOP

CHECK IT

Star Road has a bike path.

Building Writing Competency

PRACTICE PAGE NAME ______________________________

Page 80
Level 2
Series 9
Practice D

DIRECTIONS: Read each sentence. Decide which words need to begin with a capital letter. Then decide what kind of punctuation mark is needed. Write the sentence.

Street names you will use today: Sunset Boulevard Miller Circle Santa Rosa Avenue Skipper Court Moon Drive Oak Lane

1. sunset boulevard is a street in Hollywood

2. the dog on miller circle has puppies

3. the park is on santa rosa avenue

4. skipper court is near the lake

5. where is moon drive

6. bill works on oak lane

Building Writing Competency

MASTERY TEST

NAME______________________

Read each sentence. Decide which words should begin with a capital letter and what kind of punctuation mark you will use at the end of the sentence. Write the sentence. There are 3 asking sentences on today's test.

1. where is greenhill drive

2. come to daisy circle sunday

3. skipper court is near the lake

4. is the skating rink on auburn boulevard

5. i live on cutter lane

6. does bill live near owens street

Building Writing Competency

Page 82
Level 2
Series 10
Practice A

CAPITALIZING - PLACE NOUNS - STUDY PAGE

OBJECTIVE

Step by step, we will write the names of cities and special places.

STUDY IT

STUDY CHART

We will use a capital letter to begin the name of a city.

If the name has two or more words, each word begins with a capital letter.

Stockton	Newport Beach
North Highlands	Sacramento
Roseville	San Luis Obispo
Los Angeles	Redding

City names we will use today:

North Highlands Roseville Los Angeles Newport Beach
Sacramento Stockton Davis

REVIEW IT

1. The name of a city begins with a ______ letter.
2. If the name has ___ or more words, each word begins with a capital letter.
3. Can you read the names of cities we will use today?

TRY IT

DIRECTIONS FOR 'TRY IT': Read the sentence. Decide which words need to begin with a capital letter and what kind of punctuation mark is needed at the end of the sentence. Write the sentence.

we live in north highlands

STOP

⇧ ⇩ ⇧

CHECK IT

We live in North Highlands.

Building Writing Competency

Page 83
Level 2
Series 10
Practice A

PRACTICE PAGE NAME____________________________

WRITE
IT

DIRECTIONS: Read each sentence. Decide which words need to begin with a capital letter and what kind of punctuation mark is needed at the end of the sentence. Write the sentence.

City names we will use today: Roseville Los Angeles Newport Beach Sacramento Stockton Davis

1. roseville is only 10 miles away

2. los angeles is a very large city

3. boats are made in newport beach

4. is sacramento the capital of our state

5. stockton is a seaport

6. have you been to davis

Use for correcting page 83
Level 2
Series 10
Practice A

Building Writing Competency

'WRITE IT' CORRECTING BANK

Is your name on your paper?

Remember to check:
Capitals - Punctuation Marks
Spelling - Spacing

1. Roseville is only 10 miles away.

2. Los Angeles is a very large city.

3. Boats are made in Newport Beach.

4. Is Sacramento the capital of our state?

5. Stockton is a seaport.

6. Have you been to Davis?

Building Writing Competency

Use for correcting page 85
Level 2
Series 10
Practice B

'WRITE IT' CORRECTING BANK

Is your name on your paper?

Remember to check:
Capitals - Punctuation Marks
Spelling - Spacing

1. There are many boats on San Francisco Bay.

2. There is an onion factory in Vacaville.

3. Travis Air Force Base is in Fairfield.

4. Did you know Rio Linda is next to North Highlands?

5. Auburn is in the foothills.

6. Is Marriott's in Santa Clara?

Building Writing Competency

Page 84
Level 2
Series 10
Practice B

CAPITALIZING - PLACE NOUNS - STUDY PAGE

OBJECTIVE

Step by step, we will write the names of cities and special places.

STUDY IT

STUDY CHART

We will use a capital letter to begin the name of a city or a special place.

If the name has two or more words, each word begins with a capital letter.

Reno	Fairfield
Travis Air Force Base	Rio Linda
San Francisco Bay	North Highlands
Santa Clara	Auburn
Vacaville	Marriott's

City and special place names we will use today:

Reno	Nevada	San Francisco Bay	Vacaville
Fairfield	North Highlands	Auburn	Marriott's

REVIEW IT

1. The name of a city or special place begins with a ______ letter.
2. If the name has ___ or more words, each word begins with a capital letter.
3. Can you read the names of cities and special places we will use today?

TRY IT

DIRECTIONS FOR 'TRY IT': Read the sentence. Decide which words need to begin with a capital letter and what kind of punctuation mark is needed at the end of the sentence. Write the sentence.

reno is in nevada

STOP

CHECK IT

Reno is in Nevada.

Building Writing Competency

Page 85
Level 2
Series 10
Practice B

PRACTICE PAGE NAME____________________________

DIRECTIONS: Read each sentence. Decide which words need to begin with a capital letter and what kind of punctuation mark is needed at the end of the sentence. Careful! Some of the sentences have more than one name. Write the sentence.

City and special place names we will use today: San Francisco Bay
Vacaville Travis Air Force Base Fairfield Rio Linda
North Highlands Auburn Marriott's Santa Clara

1. there are many boats on san francisco bay

2. there is an onion factory in vacaville

3. travis air force base is in fairfield

4. did you know rio linda is next to north highlands

5. auburn is in the foothills

6. is marriott's in santa clara

CAPITALIZING - PLACE NOUNS - STUDY PAGE

OBJECTIVE

Step by step, we will write the names of cities and special places.

STUDY IT

STUDY CHART

We will use a capital letter to begin the name of a city or a special place.

If the name has two or more words, each word begins with a capital letter.

Carmichael
Disneyland
Fort Bragg
Los Angeles
Citrus Heights
Mt. Lassen

North Highlands
Sierra Nevada Mountains
Pacific Ocean
Folsom Lake
San Diego

City and special place names we will use today:

Disneyland   Los Angeles   Carmichael   Citrus Heights
North Highlands   Pacific Ocean   Fort Bragg   Mt. Lassen
Sierra Nevada Mountains   Folsom Lake   Folsom   San Diego

REVIEW IT

1. The name of a city or special place begins with a ______ letter.
2. If the name has ___ or more words, each word begins with a capital letter.
3. Can you read the names of cities and special places we will use today?

TRY IT

DIRECTIONS FOR 'TRY IT': Read the sentence. Decide which words need to begin with a capital letter and what kind of punctuation mark is needed at the end of the sentence. Careful! There is more than one name in this sentence. Write the sentence.

disneyland is near los angeles

STOP

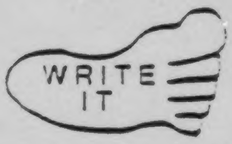
CHECK IT

Disneyland is near Los Angeles.

Building Writing Competency

Page 87
Level 2
Series 10
Practice C

PRACTICE PAGE NAME____________________________



DIRECTIONS: Read each sentence. Decide which words need to begin with a capital letter and what kind of punctuation mark is needed at the end of the sentence. Careful! Some of the sentences have more than one name. Write the sentence.

City and special place names we will use today: Carmichael Citrus Heights North Highlands Pacific Ocean Fort Bragg Mt. Lassen Sierra Nevada Mountains Folsom Lake Folsom San Diego North Highlands

1. carmichael and citrus heights are near north highlands

2. you can see the pacific ocean from fort bragg

3. mt lassen is in the sierra nevada mountains

4. folsom lake is near a city named folsom

5. san diego has a big zoo

6. is your school in north highlands

Use for correcting page 87
Level 2
Series 10
Practice C

Building Writing Competency

'WRITE IT' CORRECTING BANK

Is your name on your paper?

Remember to check:
Capitals - Punctuation Marks
Spelling - Spacing

1. Carmichael and Citrus Heights are near North Highlands.

2. You can see the Pacific Ocean from Fort Bragg.

3. Mt. Lassen is in the Sierra Nevada Mountains.

4. Folsom Lake is near a city named Folsom.

5. San Diego has a big zoo.

6. Is your school in North Highlands?

Building Writing Competency

Use for correcting page 89
Level 2
Series 10
Practice D

'WRITE IT' CORRECTING BANK

Is your name on your paper?

Remember to check:
Capitals - Punctuation Marks
Spelling - Spacing

1. There are farms near Davis.

2. It gets very hot in Red Bluff.

3. Do you have friends living in Stockton?

4. Who has been to Placerville?

5. Lake Shasta is near Redding.

6. Where is Dixon?

Building Writing Competency

CAPITALIZING - PLACE NOUNS - STUDY PAGE

OBJECTIVE

Step by step, we will write the names of cities and special places.

STUDY IT

STUDY CHART

We will use a capital letter to begin the name of a city or a special place.

If the name has two or more words, each word begins with a capital letter.

Dixon
Redding
Lake Tahoe
Davis
Red Bluff

Lake Shasta
Stockton
Placerville
Disneyland

City and special place names we will use today:

Lake Tahoe, Davis, Red Bluff, Stockton, Placerville
Lake Shasta, Redding, Dixon

REVIEW IT

1. The name of a city or special place begins with a ______ letter.
2. If the name has ___ or more words, each word begins with a capital letter.
3. Can you read the names of cities and special places we will use today?

TRY IT

DIRECTIONS FOR 'TRY IT': Read the sentence. Decide which words need to begin with a capital letter and what kind of punctuation mark is needed at the end of the sentence. Write the sentence.

it snows at lake tahoe

STOP

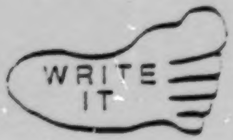
CHECK IT

It snows at Lake Tahoe.

Building Writing Competency

Page 89
Level 2
Series 10
Practice D

PRACTICE PAGE NAME______________________________



DIRECTIONS: Read each sentence. Decide which words need to begin with a capital letter and what kind of punctuation mark is needed at the end of the sentence. Write the sentence.

City and special place names we will use today: Davis Red Bluff Stockton Placerville Lake Shasta Redding Dixon

1. there are farms near davis

2. it gets very hot in red bluff

3. do you have friends living in stockton

4. who has been to placerville

5. lake shasta is near redding

6. where is dixon

Building Writing Competency

MASTERY TEST

NAME______________________________

Read each sentence. Decide which words need to begin with a capital letter and what kind of punctuation mark is needed at the end of each sentence. Write the sentence.

1. lake shasta is near redding

2. is your school in north highlands

3. you can see the pacific ocean from fort bragg

4. there are many boats on san francisco bay

5. san diego has a big zoo

6. have you been to sacramento

Building Writing Competency

Page 91
Level 2
Series 11
Practice A

CAPITALIZING - PLACE NOUNS - STUDY PAGE

OBJECTIVE

Step by step, we will learn to write the names of states and special places.

STUDY IT

STUDY CHART

The United States of America is made up of fifty states. The name of each state is written with a capital letter. If the name has two words, each word begins with a capital letter.

California
Rhode Island
Maryland
Oregon
Nevada
Hawaii
Alaska
Texas
Arizona

Special place names:

Atlantic Ocean
Sacramento River
Dry Creek

State and special place names we will use today:

California Rhode Island Hawaii Maryland
Atlantic Ocean Alaska Texas Nevada Oregon

REVIEW IT

1. The name of a state begins with a ______ letter.
2. If the name has two words, each word begins with a ______ letter.
3. Can you read the state and special place names we will use today?

TRY IT

DIRECTIONS FOR 'TRY IT': Read the sentence. Decide which words need to begin with a capital letter and what kind of punctuation mark is needed. Write the sentence.

we live in california

STOP

CHECK IT

We live in California.

Building Writing Competency

PRACTICE PAGE NAME________________________________

Page 92
Level 2
Series II
Practice A

WRITE IT

DIRECTIONS: Read each sentence. Decide which words need to begin with a capital letter and what kind of punctuation mark is needed. Careful! Some sentences have more than one name. Write the sentences on the lines below.

State and place names we will use today: Rhode Island Hawaii Maryland Atlantic Ocean Alaska Texas Nevada Oregon

1. rhode island is the smallest state

2. hawaii is a group of islands

3. maryland is near the atlantic ocean

4. alaska and texas are the two largest states

5. is there gold in nevada

6. oregon is north of here

Building Writing Competency

Use for correcting page 92
Level 2
Series 11
Practice A

'WRITE IT' CORRECTING BANK

Is your name on your paper?

Remember to check:
Capitals - Punctuation Marks
Spelling - Spacing

1. Rhode Island is the smallest state.

2. Hawaii is a group of islands.

3. Maryland is near the Atlantic Ocean.

4. Alaska and Texas are the two largest states.

5. Is there gold in Nevada?

6. Oregon is north of here.

Building Writing Competency

Use for correcting page 94
Level 2
Series II
Practice B

'WRITE IT' CORRECTING BANK

Is your name on your paper?

Remember to check:
Capitals - Punctuation Marks
Spelling - Spacing

1. I was born in Santa Fe, New Mexico.

2. Gold was found in Coloma, California in 1848.

3. Boston, Massachusetts is a very old city.

4. Is there a zoo in San Diego, California?

5. I live in Detroit, Michigan.

6. Is this Athens, Georgia?

CAPITALIZING - PLACE NOUNS - STUDY PAGE

OBJECTIVE

Step by step, we will learn to write the names of states and special places. We will learn to use a comma between a city and a state.

STUDY IT

STUDY CHART

The United States of America is made up of fifty states. The name of each state is written with a capital letter. If the name has two words, each word begins with a capital letter.

California	Georgia	Florida	North Carolina
Louisiana	Oklahoma	Alabama	West Virginia

When we write the name of a city and a state together, we need to use a comma between the two names. A comma is a punctuation mark.

We will use these names of cities and states today:

Medford, Oregon
Coloma, California
San Diego, California
Athens, Georgia

Santa Fe, New Mexico
Boston, Massachusetts
Detroit, Michigan

REVIEW IT

1. The name of a state begins with a ______ letter.
2. If the name has two words, each word begins with a ______ letter.
3. When we write the name of a city and a state together, we need to use a _____ between the two names.
4. A comma is a __________ mark.
5. Can you read the names of cities and states we will use today?

TRY IT

DIRECTIONS FOR 'TRY IT': Read the sentence. Decide which words need to begin with a capital letter and what kind of punctuation marks are needed. Write the sentence.

we flew to medford oregon

STOP

CHECK IT

We flew to Medford, Oregon

Building Writing Competency

Page 94
Level 2
Series 11
Practice B

PRACTICE PAGE NAME____________________________

DIRECTIONS: Read each sentence. Decide which words need to begin with a capital letter and what kind of punctuation mark is needed. Write the sentences on the lines below.

City and state names we will use today:

Santa Fe New Mexico Coloma California Boston Massachusetts
San Diego California Detroit Michigan Athens Georgia

1. i was born in santa fe new mexico

2. gold was found in coloma california in 1848

3. boston massachusetts is a very old city

4. is there a zoo in san diego california

5. i live in detroit michigan

6. is this athens georgia

CAPITALIZING - PLACE NOUNS - STUDY PAGE

OBJECTIVE

Step by step, we will learn to write the names of states and special places. We will learn to use a comma between a city and a state.

STUDY IT

STUDY CHART

The United States of America is made up of fifty states. The name of each state is written with a capital letter. If the name has two words, each word begins with a capital letter.

Iowa Kentucky Vermont West Virginia

When we write the name of a city and a state together, we need to use a comma between the two names. A comma is a punctuation mark.

We will use these names of cities, states, and special places today:

West Virginia
Fort Knox, Kentucky
Gary, Indiana
Iowa
Augusta, Maine
Vermont
Kentucky

REVIEW IT

1. The name of a state begins with a ______ letter.
2. If the name has two words, each word begins with a ______ letter.
3. When we write the name of a city and a state together, we need to use a _____ between the two names.
4. A comma is a __________ mark.
5. Can you read the names of cities, states, and special places we will use today?

TRY IT

DIRECTIONS FOR 'TRY IT': Read the sentence. Decide which words need to begin with a capital letter and what kind of punctuation marks are needed. Write the sentence.

where is west virginia

STOP

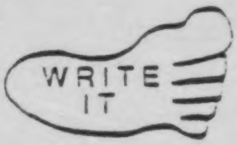
CHECK IT

Where is West Virginia?

Building Writing Competency

Page 96
Level 2
Series 11
Practice C

PRACTICE PAGE NAME______________________________



DIRECTIONS: Read each sentence. Decide which words need to begin with a capital letter and what kind of punctuation mark is needed. Write the sentences on the lines below.

City, state, and special place names we will use today:

Iowa Kentucky Fort Knox Kentucky Augusta Maine
Gary Indiana Vermont

1. there are many farms in iowa

2. kentucky is famous for its horses

3. is gold kept at fort knox kentucky

4. augusta maine is a nice town

5. steel is made in gary indiana

6. does maple syrup come from vermont

Building Writing Competency

Use for correcting page 96
Level 2
Series 11
Practice C

'WRITE IT' CORRECTING BANK

Is your name on your paper?

Remember to check:
Capitals - Punctuation Marks
Spelling - Spacing

1. There are many farms in Iowa.

2. Kentucky is famous for its horses.

3. Is gold kept at Fort Knox, Kentucky?

4. Augusta, Maine is a nice town.

5. Steel is made in Gary, Indiana.

6. Does maple syrup come from Vermont?

Building Writing Competency

Use for correcting page 98
Level 2
Series II
Practice D

'WRITE IT' CORRECTING BANK

Is your name on your paper?

Remember to check:
Capitals - Punctuation Marks
Spelling - Spacing

1. It gets very cold in North Dakota.

2. Would you like to live in Atlantic City, New Jersey?

3. We live in the United States.

4. What program comes from Nashville, Tennessee?

5. Cotton grows in Mississippi.

6. Sue lives in Provo, Utah.

CAPITALIZING - PLACE NOUNS - STUDY PAGE

OBJECTIVE

Step by step, we will learn to write the names of states and special places. We will learn to use a comma between a city and a state.

STUDY IT

STUDY CHART

The United States of America is made up of fifty states. The name of each state is written with a capital letter. If the name has two words, each word begins with a capital letter.

Colorado
Ohio
North Dakota
Mississippi
New Jersey

When we write the name of a city and a state together, we need to use a comma between the two names. A comma is a punctuation mark.

We will use these names of cities, states, and special places today:

Ohio
United States
Mississippi
North Dakota
Atlantic City, New Jersey
Nashville, Tennessee
Provo, Utah

REVIEW IT

1. The name of a state begins with a ______ letter.
2. If the name has two words, each word begins with a ______ letter.
3. When we write the name of a city and a state together, we need to use a _____ between the two names.
4. A comma is a __________ mark.
5. Can you read the names of cities, states, and special places we will use today?

TRY IT

DIRECTIONS FOR 'TRY IT': Read the sentence. Decide which words need to begin with a capital letter and what kind of punctuation marks are needed. Write the sentence.

he is from ohio

STOP

CHECK IT

He is from Ohio.

Building Writing Competency

PRACTICE PAGE NAME________________________________

WRITE IT

DIRECTIONS: Read each sentence. Decide which words need to begin with a capital letter and what kind of punctuation mark is needed. Write the sentences on the lines below.

City, state, and special place names we will use today:
North Dakota Atlantic City New Jersey United States
Nashville Tennessee Mississippi Provo Utah

1. it gets very cold in north dakota

2. would you like to live in atlantic city new jersey

3. we live in the united states

4. what program comes from nashville tennessee

5. cotton grows in mississippi

6. sue lives in provo utah

Page 99
Level 2
Series 11

Building Writing Competency

MASTERY TEST

NAME ______________________________

Read each sentence. Decide which words need to begin with a capital letter. Decide which punctuation marks you need to use. Write the sentences.

1. rhode island is the smallest state

2. is there gold in nevada

3. is gold kept at fort knox kentucky

4. what program comes from nashville tennessee

5. i live in detroit michigan

6. steel is made in gary indiana

SUBJECTS - STUDY PAGE

OBJECTIVE

Step by step, we will see and write one of the two parts of a sentence. We will learn the name of one of these parts.

STUDY IT

STUDY CHART

One part of a sentence is the who or what thing part. Today we will use only the who words of the who or what thing part. Who words name people.

WHO OR WHAT THING BANK
Jim
Uncle Pete

__________ plays soccer
Jim plays soccer. Uncle Pete plays soccer.

__________ drives a truck
Jim drives a truck. Uncle Pete drives a truck.

We can see that more than one of the who words can be used to write these sentences correctly. We need to choose the who word that is better.

Jim plays soccer. Uncle Pete drives a truck.

REVIEW IT

1. One part of a sentence is the ___ or what thing part.
2. ___ words name people.
3. Today we will use only the ___ words of the who or what thing part.
4. We can see that more than one of the ___ words can be used to write these sentences correctly.
5. We need to choose the who word that is ______.
6. In the sentence Jim plays soccer, Jim is the ___ part.
7. In the sentence Uncle Pete drives a truck, Uncle Pete is the ___ part.

Starting with this lesson, we will do the TRY IT and WRITE IT a new way. Pay close attention to the directions and you will do a good job. You now will write your sentences on another piece of paper. Remember to write your name on the top of your paper.

Building Writing Competency

PRACTICE PAGE

INFORMATION CAVE

We can choose a who word from the WHO OR WHAT THING BANK. Then we can use the who word to complete sentence 1. Like this:

WHO OR WHAT THING BANK
Mr. Smith
Betty

1. ________ has a long beard

Mr. Smith has a long beard.

DIRECTIONS FOR 'TRY IT': Choose a word from the WHO OR WHAT THING BANK below to complete sentence 1. Write the sentence on your separate paper.

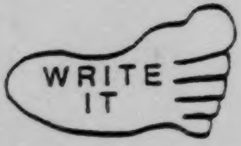
After you have written your sentence, check it with the CHECK IT sentence below.

WHO OR WHAT THING BANK
Mr. Smith
Betty

1. __________ has a long beard

CHECK IT: Your sentence should look exactly like this sentence.

Mr. Smith has a long beard.



DIRECTIONS FOR 'WRITE IT': Choose words from the WHO OR WHAT THING BANK below to complete sentences 2-6. Read the sentence. Choose any word from the bank that makes sense. Write your sentences on a separate paper. Use each word only once.

WHO OR WHAT THING BANK

Jim
Father
Jane
We
Mother

2. __________ bought a kite
3. __________ helped him put it together
4. __________ likes kites, too
5. __________ flew the kite
6. __________ gave us more string

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

Page 102
Level 2
Series 12
Practice B

SUBJECTS - STUDY PAGE

OBJECTIVE

Step by step, we will see and write one of the two parts of a sentence. We will learn the name of one of these parts.

STUDY IT

STUDY CHART

One part of a sentence is the who or what thing part. Today we will use only the who words of the who or what thing part. Who words name people.

WHO OR WHAT THING BANK
Ms. Leen
Anne

__________ writes books. Ms. Leen writes books.

__________ plays a horn. Anne plays a horn.

In the first sentence, the who part is Ms. Leen.
In the second sentence, the who part is Anne.

We can see that more than one of the who words can be used to write these sentences correctly. We need to choose the who word that is better.

REVIEW IT

1. One part of a sentence is the ___ or what thing part.
2. ___ words name people.
3. Today we will use only the ___ words of the who or what thing part.
4. In the sentence Ms. Leen writes books, Ms. Leen is the ___ part.
5. In the sentence Anne plays the horn, ____ is the who part.

Building Writing Competency

PRACTICE PAGE

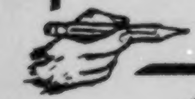
Page 103
Level 2
Series 12
Practice 3

INFORMATION CAVE

We can choose a who word from the WHO OR WHAT THING BANK. Then we can use the who word to complete sentence 1. Like this:

WHO OR WHAT THING BANK
Mother
Tom

1. ______ gave us two apples



Mother gave us two apples.

DIRECTIONS FOR 'TRY IT': Choose a word from the WHO OR WHAT THING BANK below to complete sentence 1. Write the sentence on your separate paper.

After you have written your sentence, check it with the CHECK IT sentence below.

WHO OR WHAT THING BANK
Mother
Tom

1. ______ gave us two apples

CHECK IT: Your sentence should look exactly like this sentence.

Mother gave us two apples.

DIRECTIONS FOR 'WRITE IT': Choose words from the WHO OR WHAT THING BANK below to complete sentences 2-6. Read the sentence. Choose any word from the bank that makes sense. Write your sentences on a separate paper. Use each word only once.

WHO OR WHAT THING BANK
June
We
John
Bill
Everyone

2. __________ plant a garden
3. __________ digs in the ground
4. __________ pulls the weeds
5. __________ smooths the earth with a rake
6. __________ plants the seeds

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

SUBJECTS - STUDY PAGE

OBJECTIVE

Step by step, we will see and write one of the two parts of a sentence. We will learn the name of one of these parts.

STUDY IT

STUDY CHART

One part of a sentence is the who or what thing part. Today we will use only the who words of the who or what thing part. Who words name people.

WHO OR WHAT THING BANK
That lucky boy
The tall man

__________ painted the ceiling.   The tall man painted the ceiling.

__________ has two dogs.   That lucky boy has two dogs.

Sometimes more than one word can be used in the who part, so we can say we choose a group of words for the who part.

In the first sentence, the who part is The tall man.

In the second sentence, the who part is That lucky boy.

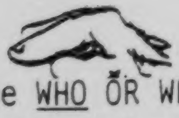
REVIEW IT

1. One part of a sentence is the ___ or what thing part.
2. ___ words name people.
3. Today we will use only the ___ words of the who or what thing part.
4. Sometimes more than one word can be used in the who part, so we can say we choose a group of words for the ___ part.
5. In the sentence The tall man painted the ceiling, The tall man is the ___ part.
6. In the sentence That lucky boy has two dogs, That lucky boy is the ___ part.

Building Writing Competency

PRACTICE PAGE

Page 105
Level 2
Series 12
Practice C



INFORMATION CAVE

We can choose a group of words from the WHO OR WHAT THING BANK. Then we can use the group of words to complete sentence 1. Like this:

WHO OR WHAT THING BANK
My Uncle Dan
The two girls

1. ______ play baseball

The two girls play baseball.

DIRECTIONS FOR 'TRY IT': Choose a group of words from the WHO OR WHAT THING BANK. You may use any group of words that makes sense. Write the sentence on your separate paper.

After you have written your sentence, check it with the CHECK IT sentence below.

WHO OR WHAT THING BANK
My Uncle Dan
The two girls

1. ______ play baseball

CHECK IT: Your sentence should look exactly like this sentence.

The two girls play baseball.

DIRECTIONS FOR 'WRITE IT': Choose words from the WHO OR WHAT THING BANK below to complete sentences 2-6. Read the sentence. Choose any group of words from the bank that makes sense. Write your sentences on a separate paper. Use each group of words only once.

WHO OR WHAT THING BANK
The lonely boy
My cousin Jean
The sleeping man
My older sister
That tall girl

2. ______ called me yesterday
3. ______ needs a friend
4. ______ put the book on the shelf
5. ______ did not hear me
6. ______ gave me her ring

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

SUBJECTS - STUDY PAGE

OBJECTIVE

Step by step, we will see and write one of the two parts of a sentence. We will learn the name of one of these parts.

STUDY IT

STUDY CHART

One part of a sentence is the who or what thing part. Today we will use only the who words of the who or what thing part. Who words name people.

WHO OR WHAT THING BANK
Jill
The happy boy

______ has the jump rope. Jill has the jump rope.

______ got his prize. The happy boy got his prize.

In the first sentence, the who part is Jill.

In the second sentence, the who part is The happy boy.

We now know that the who part can be one word or a group of words.

REVIEW IT

1. One part of a sentence is the ___ or what thing part.
2. ___ words name people.
3. Today we will use only the ___ words of the who or what thing part.
4. We now know that the who part can be one word or a _____ of words.
5. In the sentence Jill has the jump rope, Jill is the ___ part.
6. In the sentence The happy boy got his prize, The happy boy is the ___ part.

Building Writing Competency

PRACTICE PAGE

Page 107
Level 2
Series 12
Practice D

INFORMATION CAVE

We can choose a word or group of words from the WHO OR WHAT THING BANK. Then we can use them to complete sentence 1. Like this:

WHO OR WHAT THING BANK
James
His big sister

1. _____ played by himself

James played by himself.

DIRECTIONS FOR 'TRY IT': Choose a word or group of words from the WHO OR WHAT THING BANK. You may use any words that make sense. Write the sentence on your separate paper.

WHO OR WHAT THING BANK
James
His big sister

1. _____ played by himself

CHECK IT: Your sentence should look exactly like this sentence.

James played by himself.

DIRECTIONS FOR 'WRITE IT': Choose words from the WHO OR WHAT THING BANK below to complete sentences 2-6. Read the sentence. Choose a word or group of words from the bank that makes sense. Write your sentences on a separate paper. Use each word or group of words only once.

WHO OR WHAT THING BANK

That friendly man
the little girl
Three boys
Bob
Mary

2. Did __________ like the red ball
3. __________ is my dad
4. __________ climbed over the fence
5. __________ has a new ring
6. __________ likes to jog

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

Correcting Page
Level 2
Series 12
Practice A & B

'WRITE IT' CORRECTING BANK

Is your name on your paper?

Remember to check

Capitals - Punctuation Marks

Spelling - Spacing

Make sure the who part makes sense.

PRACTICE A, Page 101:

2. Jim bought a kite.
3. Father helped him put it together.
4. Jane likes kites, too.
5. We flew the kite.
6. Mother gave us more string.

PRACTICE B, Page 103:

2. We plant a garden.
3. John digs in the ground.
4. June pulls the weeds.
5. Bill smooths the earth with a rake.
6. Everyone plants the seeds.

Building Writing Competency

Correcting Page
Level 2
Series 12
Practice C & D

'WRITE IT' CORRECTING BANK

Is your name on your paper?

Remember to check

Capitals - Punctuation Marks

Spelling - Spacing

Make sure the who part makes sense.

PRACTICE C, Page 105:

1. My cousin Jean called me yesterday.
3. The lonely boy needs a friend.
4. That tall girl put the book on the shelf.
5. The sleeping man did not hear me.
6. My older sister gave me her ring.

PRACTICE D, Page 107:

2. Did the little girl like the red ball?
3. That friendly man is my dad.
4. Three boys climbed over the fence.
5. Mary has a new ring.
6. Bob likes to jog.

BIGFOOT
BWC
MASTERY TEST

Page 108
Level 2
Series 12
Practice: Mastery Test

SUBJECTS

We will see and write the two parts of a sentence. We will write the who part of a sentence.

DIRECTIONS: Choose a word or a group of words from the WHO OR WHAT THING BANK to complete sentences 1-5. Read the sentence, choose the word or group of words that makes sense. Write your sentences on your separate paper. Use each word or group of words only once. Remember to write your name at the top of your paper.

WHO OR WHAT THING BANK

Mary
Three boys
The sleeping man
We
Bill

1. ____________ plant a garden
2. ____________ smooths the earth with a rake
3. ____________ did not hear me
4. ____________ climbed over the fence
5. ____________ has a new ring

Building Writing Competency

Page 109
Level 2
Series 13
Practice A

SUBJECTS - STUDY PAGE

OBJECTIVE

Step by step, we will see and write one of the two parts of a sentence. We will learn the name of one of these parts.

STUDY IT

STUDY CHART

One part of a sentence is the who or what thing part. Today we will use Bigfoot's directions to write what thing words. We can choose a word or group of words to write a what thing part. What thing words name things. (Animals are what thing words.)

WHO OR WHAT THING BANK
The mountain
The hot stove
Six ducks

A. ___ ________ is covered with snow.

B. ___ _____ swam in the lake.

C. ___ ___ _____ warmed the room quickly.

The what thing words in sentence A are The mountain.

The what thing words in sentence B are Six ducks.

The what thing words in sentence C are The hot stove.

REVIEW IT

1. One part of a sentence is the who or what _____ part.
2. Today we will use Bigfoot's directions to write ____ thing words.
3. We can choose a word or group of words to write a ____ thing part.
4. What thing words name ______.
5. In the sentence The mountain is covered with snow, the what thing part of the sentence is ____ ________.
6. In the sentence Six ducks swam in the lake, the ____ thing part of the sentence is Six ducks.
7. In the sentence The hot stove warmed the room quickly, the what _____ part of the sentence is The hot stove.

INFORMATION CAVE

We can choose a what thing part from the WHO OR WHAT THING BANK. Then we can use the what thing part to complete sentence 1. Like this:

WHO OR WHAT THING BANK
The lion
The pencil
The store

1. ___ ____ eats the food

The lion eats the food.

TRY IT

DIRECTIONS FOR 'TRY IT': Choose words from the WHO OR WHAT THING BANK below to complete sentence 1. Write the sentence on your separate paper.

After you have written your sentence, check it with the CHECK IT sentence.

WHO OR WHAT THING BANK
The lion
The pencil
The store

1. ___ ____ eats the food

CHECK IT: Your sentence should look exactly like this sentence.

The lion eats the food.

WRITE IT

DIRECTIONS FOR 'WRITE IT': Choose words from the WHO OR WHAT THING BANK below to complete sentences 2-6. Read the sentence. Choose any group of words from the bank that makes sense. Write your sentences on a separate paper. Use each group of words only once.

WHO OR WHAT THING BANK
The clock
The pencil
Our flag
My desk
One book

2. _____ ___________ was broken
3. _____ ___________ is on the wall
4. _____ ___________ is for math
5. _____ ___________ is clean
6. _____ ___________ is red, white, and blue

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

Page 111
Level 2
Series 13
Practice B

SUBJECTS - STUDY PAGE

OBJECTIVE

Step by step, we will see and write one of the two parts of a sentence. We will learn the name of one of these parts.

STUDY IT

STUDY CHART

One part of a sentence is the who or what thing part. Today we will use Bigfoot's directions to write what thing words. We can choose a word or group of words to write a what thing part. What thing words name things. (Animals are what thing words.)

WHO OR WHAT THING BANK
The dog
School
The heavy door

A. ___ ___ ran fast.

B. ______ starts at 8:15.

C. ___ _____ ____ slammed shut.

In sentence A, the what thing part is The dog.

In sentence B, the what thing part is School.

In sentence C, the what thing part is The heavy door.

REVIEW IT

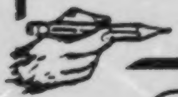
1. One part of a sentence is the who or what _____ part.
2. Today we will use Bigfoot's directions to write ____ thing words.
3. We can choose a word or group of words to write a ____ thing part.
4. What thing words name ______.
5. In the sentence The dog ran fast, the what thing part of the sentence is ___ ___.
6. In the sentence School starts at 8:15, the what _____ part of the sentence is School.
7. In the sentence The heavy door slammed shut, the what thing part of the sentence is ___ _____ ____.

INFORMATION CAVE

We can choose a what thing part from the WHO OR WHAT THING BANK. Then we can use the what thing part to complete sentence 1. Like this:

WHO OR WHAT THING BANK
The cat
The leg
That moon

1. ___ ___ walked over the hill



The cat walked over the hill.

DIRECTIONS FOR 'TRY IT': Choose words from the WHO OR WHAT THING BANK below to complete sentence 1. Write the sentence on your separate paper.

After you have written your sentence, check it with the CHECK IT sentence.

WHO OR WHAT THING BANK
The cat
The leg
That moon

1. ___ ___ walked over the hill

CHECK IT: Your sentence should look exactly like this sentence.

The cat walked over the hill.

DIRECTIONS FOR 'WRITE IT': Choose words from the WHO OR WHAT THING BANK below to complete sentences 2-6. Read the sentence. Choose any group of words from the bank that makes sense. Write your sentences on a separate paper. Use each group of words only once.

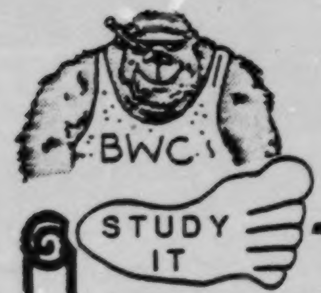
WHO OR WHAT THING BANK
The book
The dog
The day
The ground
the wind

2. ___ _____ was tired and cold
3. ___ _____ was read many times
4. ___ _____ passed quickly
5. Did ___ _____ blow the door closed
6. ___ _____ was wet from the rain

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

SUBJECTS - STUDY PAGE



OBJECTIVE

Step by step, we will see and write one of the two parts of a sentence. We will learn the name of one of these parts.

STUDY CHART

Using Bigfoot's directions, we can choose who words and what thing words to write the who or what thing part of a sentence correctly. Who words name people. What thing words name things.

WHO OR WHAT THING BANK	
Our dentist	The old car
Jane	Parrots

___ ran to the park.

_______ are green.

___ _______ cleans my teeth.

___ ___ ___ had new tires.

Our dentist names ___.

The old car names ___ _____.

Jane names ___.

Parrots name ____ _____.

1. One part of a sentence is the ___ or what thing part.
2. ___ words name people.
3. What thing words name ______.
4. In the sentence Jane ran to the park, the ___ part of the sentence is Jane.
5. In the sentence Parrots are green, the what thing part of the sentence is _______.
6. In the sentence Our dentist cleans my teeth, the ___ part of the sentence is Our dentist.
7. In the sentence The old car had new tires, the what thing part of the sentence is ___ ___ ___.

CSC

Building Writing Competency

PRACTICE PAGE

Page 114
Level 2
Series 13
Practice C

INFORMATION CAVE

We can choose a who part or a what thing part from the WHO OR WHAT THING BANK. Then we can use the words to complete sentence 1. Like this:

WHO OR WHAT THING BANK

Ben	The wind
A girl	The dog

1. ____ ____ blows the leaves around
The wind blows the leaves around.

TRY IT

DIRECTIONS FOR 'TRY IT': Choose words from the WHO OR WHAT THING BANK below to complete sentence 1. Write the sentence on your separate paper.

After you have written your sentence, check it with the CHECK IT sentence.

WHO OR WHAT THING BANK

Ben	The wind
A girl	The dog

1. ___ ____ blows the leaves around

CHECK IT: Your sentence should look exactly like this sentence.

The wind blows the leaves around.

WRITE IT

DIRECTIONS FOR 'WRITE IT': You can see that Bigfoot has written which kind of word part you will use from the WHO OR WHAT THING BANK below. Write sentences 2-6 on your separate paper. Use any word or group of words that makes sense, but use each only once.

WHO OR WHAT THING BANK

Dad	The ball
Mr. Campbell	The baby chicks
	The baseball bat

2. (what thing) rolled away
3. (who) came home early
4. (what things) are tiny
5. (who) is here
6. (what thing) is cracked

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

Page 115
Level 2
Series 13
Practice D

SUBJECTS - STUDY PAGE

OBJECTIVE

Step by step, we will see and write one of the two parts of a sentence. We will learn the name of one of these parts.

STUDY IT

STUDY CHART

Using Bigfoot's directions, we can choose who words and what thing words to write the who or what thing part of a sentence correctly. Who words name people. What thing words name things.

WHO OR WHAT THING BANK	
Jim	The taco
Anne	This milkshake

A. ___ ate a pickle.
B. ___ ____ was good.
C. ____ has mustard on her hand.
D. ____ _________ is chocolate flavored.

The who part in sentence A is ___.
The what thing part in sentence B is ___ ___.
The who part in sentence C is ____.
The what thing part in sentence D is ____ _________.

REVIEW IT

1. One part of a sentence is the ___ or what thing part.
2. ___ words name people.
3. What thing words name ______.
4. In the sentence Jim ate a pickle, the who part of the sentence is ___.
5. In the sentence The taco was good, the what _____ part of the sentence is The taco.
6. In the sentence Anne has mustard on her hand, the who part of the sentence is ____.
7. In the sentence This milkshake is chocolate flavored, the ____ thing part of the sentence is This milkshake.

Building Writing Competency

PRACTICE PAGE

Page 116
Level 2
Series 13
Practice D

INFORMATION CAVE

We can choose a who part or a what thing part from the WHO OR WHAT THING BANK. Then we can use the words to complete sentence 1. Like this:

WHO OR WHAT THING BANK	
The teacher	The building

1. (who) gave us a test
The teacher gave us a test.

DIRECTIONS FOR 'TRY IT': Choose words from the WHO OR WHAT THING BANK below to complete sentence 1. Write the sentence on your separate paper.

After you have written your sentence, check it with the CHECK IT sentence.

WHO OR WHAT THING BANK	
The teacher	The building

1. ____________ gave us a test

CHECK IT: Your sentence should look exactly like this sentence.

The teacher gave us a test.

DIRECTIONS FOR 'WRITE IT': You can see that Bigfoot has written which kind of word part you will use from the WHO OR WHAT THING BANK below. Write sentences 2-6 on your separate paper. Use any word or group of words that makes sense, but use each only once.

WHO OR WHAT THING BANK	
Jill	The tree
Our neighbor	The water
	the dish

2. Is (what thing) clean
3. (what thing) lost its leaves
4. (what thing) is cold
5. (who) climbs that tree
6. (who) mows his grass

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

Correcting Page
Level 2
Series 13
Practice A & B

'WRITE IT' CORRECTING BANK

Is your name on your paper?

Remember to check

Capitals - Punctuation Marks

Spelling - Spacing

Make sure the what thing part makes sense.

PRACTICE A, Page 110:

2. The pencil was broken.
3. The clock is on the wall.
4. One book is for math.
5. My desk is clean.
6. Our flag is red, white, and blue.

PRACTICE B, Page 112:

2. The dog was tired and cold.
3. The book was read many times.
4. The day passed quickly.
5. Did the wind blow the door closed?
6. The ground was wet from the rain.

Building Writing Competency

Correcting Page
Level 2
Series 13
Practice C & D

'WRITE IT' CORRECTING BANK

Is your name on your paper?

Remember to check

Capitals - Punctuation Marks

Spelling - Spacing

Make sure the who or what thing part makes sense.

PRACTICE C, Page 114:

2. The ball rolled away.
3. Dad came home early.
4. The baby chicks are tiny.
5. Mr. Campbell is here.
6. The baseball bat is cracked.

PRACTICE D, Page 116:

2. Is the dish clean?
3. The tree lost its leaves.
4. The water is cold.
5. Jill climbs that tree.
6. Our neighbor mows his grass.

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

Page 117
Level 2
Series 13
Practice: Mastery Test

SUBJECTS

We will see and write the two parts of a sentence. We will write the who or what thing part of a sentence.

DIRECTIONS: Choose a word or group of words from the WHO OR WHAT THING BANK to complete the sentences below. Write your sentences on your separate paper. Use any word or group of words that makes sense, but use each only once.

WHO OR WHAT THING BANK

Dad
Our neighbor
The brothers
The baby chicks
The tree
the wind

1. Did (what thing) blow the door closed
2. (who) ________ came home early
3. (what things) are tiny
4. (who) ________ mows his grass
5. (who) ________ played ball
6. (what thing) lost its leaves

PREDICATES - STUDY PAGE

OBJECTIVE

Step by step, we will practice using the does what part to write correct sentences.

STUDY IT

STUDY CHART

A telling sentence has two parts. One part can be called the who or what thing part. The other part can be called the does what part.

DOES WHAT BANK
makes good pies climbs the tree

(tells what the who/what thing does)

My mother (who) ____________________. My mother makes good pies.

The raccoon (what thing) ____________________. The raccoon climbs the tree.

You can see that the who/what thing part names a person or thing.

The does what part tells what the who or what thing DOES.

Who words name a person. What thing words name a thing.

REVIEW IT

1. A telling sentence has ___ parts.
2. One part can be called the ___ or what thing part.
3. The other part can be called the ____ what part.
4. The who or what thing part names a ______ or thing.
5. The does what part tells what the who or what thing ____.
6. My mother...... is the ___ part.
7. .....makes good pies tells what the ___ does.
8. The raccoon...... is the ____ _____ part.
9. .....climbs the tree tells what the what thing ____.

Building Writing Competency

PRACTICE PAGE

Page 119
Level 2
Series 14
Practice A

INFORMATION CAVE

We can use Bigfoot's directions to choose does what words to go with who or what thing words.

DOES WHAT BANK
chews a bone
does her math

1. Mary ________. Mary does her math.
(who) (does what)

2. Benjie ________. Benjie chews a bone.
(what thing) (does what)

DIRECTIONS FOR 'TRY IT': Look at the directions Bigfoot has written under the blank in sentences number 1 and 2 below. Find words in the DOES WHAT BANK to match Bigfoot's directions. Then write the correct sentences on your separate paper.

DOES WHAT BANK
chews a bone
does her math

1. Mary ________.
(who) (does what)

2. Benjie ________.
(what thing) (does what)

CHECK IT: Your sentences should look exactly like these sentences.

1. Mary does her math.
2. Benjie chews a bone.

DIRECTIONS FOR 'WRITE IT': Choose words from the DOES WHAT BANK to complete sentences with 3-6. Read the sentence. Choose a group of words from the DOES WHAT BANK that makes sense. Write your sentences on a separate paper. Use each group of words only once.

DOES WHAT BANK
plays on the bars
sleeps in the chair
play softball
flies in outer space

3. The old cat ________.
4. The little girl ________.
5. The space ship ________.
6. The nine girls ________.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

PREDICATES - STUDY PAGE

OBJECTIVE

Step by step, we will practice using the does what part to write correct sentences.

STUDY IT

STUDY CHART

A telling sentence has two parts. One part can be called the who or what thing part. The other part can be called the does what part.

DOES WHAT BANK
put out fires
needs a new roof

(tells what the who/what thing does)

The firemen ________________. The firemen put out fires.
(who)

That building ______________. That building needs a new roof.
(what thing)

You can see that the who/what thing part names a person or thing.

The does what part tells what the who or what thing DOES.

Who words name a person. What thing words name a thing.

REVIEW IT

1. A telling sentence has ___ parts.
2. One part can be called the ___ or what thing part.
3. The other part can be called the ____ what part.
4. The who or what thing part names a ______ or thing.
5. The does what part tells what the who or what thing ____.
6. The firemen...... is the ___ part.
7. .....put out fires tells what the who part ____.
8. That building...... is the ____ _____ part.
9. .....needs a new roof tells what the what thing part ____.

Building Writing Competency

PRACTICE PAGE

INFORMATION CAVE

We can use Bigfoot's directions to choose does what words to go with who or what thing words.

DOES WHAT BANK
barks at the cat
writes to Ann

1. Sally ______________. Sally writes to Ann.
   (who) (does what)

2. The dog ______________. The dog barks at the cat.
   (what thing) (does what)

TRY IT

DIRECTIONS FOR 'TRY IT': Look at the directions Bigfoot has written under the blank in sentences number 1 and 2 below. Find words in the DOES WHAT BANK to match Bigfoot's directions. Then write the correct sentences on your separate paper.

DOES WHAT BANK
barks at the cat
writes to Ann

1. Sally ______________.
   (who) (does what)
2. The dog ______________.
   (what thing) (does what)

CHECK IT: Your sentences should look exactly like these sentences.

1. Sally writes to Ann.
2. The dog barks at the cat.

WRITE IT

DIRECTIONS FOR 'WRITE IT': Choose words from the DOES WHAT BANK to complete sentences with 3-6. Read the sentence. Choose a group of words from the DOES WHAT BANK that makes sense. Write your sentences on a separate paper. Use each group of words only once.

DOES WHAT BANK
stays in a den
swing from tree to tree
live on boats
drinks from a cup

3. The cub lion ______________.
4. My baby sister ______________.
5. Monkeys ______________.
6. Some people ______________.

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

Page 122
Level 2
Series 14
Practice C

PREDICATES - STUDY PAGE

OBJECTIVE

Step by step, we will practice using the does what part to write correct sentences.

STUDY IT

STUDY CHART

A telling sentence has two parts. One part can be called the who or what thing part. The other part can be called the does what part.

DOES WHAT BANK
race to school rings for recess

(tells what the who/what thing does)

Bill and I ________________. Bill and I race to school.
(who)

The bell __________________. The bell rings for recess.
(what thing)

You can see that the who/what thing part names a person or thing.

The does what part tells what the who or what thing DOES.

Who words name a person. What thing words name a thing.

REVIEW IT

1. A telling sentence has ___ parts.
2. One part can be called the ___ or what thing part.
3. The other part can be called the ____ what part.
4. The who or what thing part names a ______ or thing.
5. The does what part tells what the who or what thing ____.
6. Bill and I...... is the ___ part.
7. .....race to school is the ____ what part.
8. The bell...... is the ____ thing part.
9. .....rings for recess is the does ____ part.

Building Writing Competency

PRACTICE PAGE

Page 123
Level 2
Series 14
Practice C

INFORMATION CAVE

We can use Bigfoot's directions to choose does what words to go with who or what thing words.

DOES WHAT BANK

helps us with math
glides over the field

1. Mr. Smith ______________. Mr. Smith helps us with math.
(who) (does what)

2. The hawk ______________. The hawk glides over the field.
(what thing) (does what)

DIRECTIONS FOR 'TRY IT': Look at the directions Bigfoot has written under the blank in sentences number 1 and 2 below. Find words in the DOES WHAT BANK to match Bigfoot's directions. Then write the correct sentences on your separate paper.

DOES WHAT BANK

helps us with math
glides over the field

1. Mr. Smith ______________________.
(who) (does what)

2. The hawk ______________________.
(what thing) (does what)

CHECK IT: Your sentences should look exactly like these sentences.

1. Mr. Smith helps us with math.
2. The hawk glides over the field.

DIRECTIONS FOR 'WRITE IT': Choose words from the DOES WHAT BANK to complete sentences with 3-6. Read the sentence. Choose a group of words from the DOES WHAT BANK that makes sense. Write your sentences on a separate paper. Use each group of words only once.

DOES WHAT BANK
tastes so good
plays at night
works in the drug store
takes care of his sister

3. The opossum ____________________.
4. My dad ________________________.
5. The ice cream __________________.
6. Bob ____________________________.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

Page 124
Level 2
Series 14
Practice D

PREDICATES - STUDY PAGE

OBJECTIVE

Step by step, we will practice using the does what part to write correct sentences.

STUDY IT

STUDY CHART

A telling sentence has two parts. One part can be called the who or what thing part. The other part can be called the does what part.

DOES WHAT BANK
sweeps the floor lives under a rock

(tells what the who/what thing does)

Bob ________________. Bob sweeps the floor.
(who) (does what)

The snail ________________. The snail lives under a rock.
(what thing) (does what)

You can see that the who/what thing part names a person or thing.

The does what part tells what the who or what thing DOES.

Who words name a person. What thing words name a thing.

REVIEW IT

1. A telling sentence has ___ parts.
2. One part can be called the ___ or what thing part.
3. The other part can be called the ____ what part.
4. The who or what thing part names a ______ or thing.
5. The does what part tells what the who or what thing ____.
6. Bob...... is the ___ part.
7. .....sweeps the floor is the ____ what part.
8. The snail...... is the ____ thing part.
9. .....lives under a rock is the does ____ part.

Building Writing Competency

PRACTICE PAGE

INFORMATION CAVE

We can use Bigfoot's directions to choose does what words to go with who or what thing words.

DOES WHAT BANK
sells hamburgers
builds its nest with mud

1. My older sister __________. My older sister sells hamburgers.
(who) (does what)

2. The wasp ______________. The wasp builds its nest with mud.
(what thing) (does what)

DIRECTIONS FOR 'TRY IT': Look at the directions Bigfoot has written under the blank in sentences number 1 and 2 below. Find words in the DOES WHAT BANK to match Bigfoot's directions. Then write the correct sentences on your separate paper.

DOES WHAT BANK

sells hamburgers
builds its nest with mud

1. My older sister ________________________.
(who) (does what)

2. The wasp ______________________________.
(what thing) (does what)

CHECK IT: Your sentences should look exactly like these sentences.

1. My older sister sells hamburgers.
2. The wasp builds its nest with mud.

DIRECTIONS FOR 'WRITE IT': Choose words from the DOES WHAT BANK to complete sentences with 3-6. Read the sentence. Choose a group of words from the DOES WHAT BANK that makes sense. Write your sentences on a separate paper. Use each group of words only once.

DOES WHAT BANK
feeds her
sleeps in a crib
stays on the shelf
loves her

3. The tiny baby ______________________.
4. Betty ______________________________.
5. Our family __________________________.
6. The toy bear ________________________.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

Correcting Page
Level 2
Series 14
Practice A & B

'WRITE IT' CORRECTING BANK

Is your name on your paper?

Remember to check

Capitals - Punctuation Marks

Spelling - Spacing

Make sure the does what part makes sense.

PRACTICE A, Page 119:

3. The old cat sleeps in the chair.
4. The little girl plays on the bars.
5. The space ship flies in outer space.
6. The nine girls play softball.

PRACTICE B, Page 121:

3. The cub lion stays in a den.
4. My baby sister drinks from a cup.
5. Monkeys swing from tree to tree.
6. Some people live on boats.

'WRITE IT' CORRECTING BANK

Is your name on your paper?

Remember to check

Capitals - Punctuation Marks

Spelling - Spacing

Make sure the does what part makes sense.

PRACTICE C, Page 123:

3. The opossum plays at night.
4. My dad works in the drug store.
5. The ice cream tastes so good.
6. Bob takes care of his sister.

PRACTICE D, Page 125:

3. The tiny baby sleeps in a crib.
4. Betty feeds her.
5. Our family loves her.
6. The toy bear stays on the shelf.

BIGFOOT
BWC
MASTERY TEST

Page 126
Level 2
Series 14
Practice: Mastery Test

PREDICATES

We will see and write the two parts of a sentence. We will write the does what part of a sentence.

DIRECTIONS: Choose a group of words from the DOES WHAT BANK to complete sentences 1-5 below. Read the sentences. Choose a group of words from the DOES WHAT BANK that makes sense. Write your sentences on a separate paper. Use each group of words only once.

DOES WHAT BANK

sleeps in a crib
tastes so good
does her math
barks at the cat
glides over the field

1. Mary ____________________________.
2. The dog __________________________.
3. The hawk _________________________.
4. The ice cream _____________________.
5. The tiny baby _____________________.

Building Writing Competency

Page 127
Level 2
Series 15
Practice A

SUBJECT-VERB AGREEMENT - STUDY PAGE

OBJECTIVE

Step by step, we will learn to write a correct sentence by using the correct verb form to agree with a singular or plural noun.

STUDY IT

STUDY CHART

When we write a sentence, we need to make sure that the does what part agrees with (matches) the who or what thing part. Today we will write correct sentences by adding an s to a does what word to tell what one person or thing does.

Who or What Thing		Does What	Correct sentence
The girl	(one person)	walks.	The girl walks.
A dog	(one thing)	barks.	A dog barks.
The bell	(one thing)	rings.	The bell rings.
Mike	(one person)	works.	Mike works.

Who words name people. What thing words name things.

REVIEW IT

1. We need to make sure that the does what part ______ with (matches) the who or what thing part.
2. We will write correct sentences by adding an s to a does what word to tell what ___ person or thing does.
3. The girl (one _____) walks.
4. A dog (one thing) bark_.
5. The bell (___ thing) rings.
6. Mike (___ person) works.

Building Writing Competency

PRACTICE PAGE

Page 128
Level 2
Series 15
Practice A

INFORMATION CAVE

We can write correct sentences by making sure that the does what part agrees with (matches) the who or what thing part. Today we will write correct sentences by adding an s to a does what word to tell what one person or thing does.

1. The tree drop_ its leaves. (one thing) — The tree drops its leaves.
2. Jeff ride_ his bike. (one person) — Jeff rides his bike.

DIRECTIONS FOR 'TRY IT': Read the sentence. Find the who or what thing part to make sure it tells about one person or thing. Point to the does what word and remember to add an s to it. Write the sentence on your separate paper.

1. The tree drop_ its leaves.
   (one thing)
2. Jeff ride_ his bike.
   (one person)

CHECK IT: Your sentences should look exactly like these sentences.

1. The tree drops its leaves.
2. Jeff rides his bike.

DIRECTIONS FOR 'WRITE IT': Read the sentence. Find the who or what thing part to make sure it tells about one person or thing. Point to the does what word and remember to add an s to it. Write the sentence on your separate paper.

3. The rabbit hide_ in the bush.
4. Bill swim_ every day.
5. The ball roll_ down the sidewalk.
6. A seal bark_.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

Page 129
Level 2
Series 15
Practice B

SUBJECT-VERB AGREEMENT - STUDY PAGE

OBJECTIVE

Step by step, we will learn to write a correct sentence by using the correct verb form to agree with a singular or plural noun.

STUDY IT

STUDY CHART

When we write a sentence, we need to make sure that the does what part agrees with (matches) the who or what thing part. Today we will write correct sentences by adding an s to a does what word to tell what one person or thing does.

Who or What Thing	Does What	Correct sentence
Mr. Jones	like_ to teach.	Mr. Jones likes to teach.
The box	hold_ my toys.	The box holds my toys.
Tom	cook_ oatmeal.	Tom cooks oatmeal.
Our cat	sleep_ on a chair.	Our cat sleeps on a chair.

Who words name people. What thing words name things.

REVIEW IT

1. We need to make sure that the does what part ______ with (matches) the who or what thing part.
2. We will write correct sentences by adding an s to a does what word to tell what ___ person or thing does.
3. Mr. Jones (___ person) likes to teach.
4. The box (one _____) hold_ my toys.
5. Tom (___ person) cooks oatmeal.
6. Our cat (one _____) sleep_ on a chair.

INFORMATION CAVE

We can write correct sentences by making sure that the does what part agrees with (matches) the who or what thing part. Today we will write correct sentences by adding an s to a does what word to tell what one person or thing does.

1. A pencil fall_ down. A pencil falls down.

2. The boy pick_ it up. The boy picks it up.

DIRECTIONS FOR 'TRY IT': Read the sentence. Find the who or what thing part to make sure it tells about one person or thing. Point to the does what word and remember to add an s to it. Write the sentence on your separate paper.

1. A pencil fall_ down.

2. The boy pick_ it up.

CHECK IT: Your sentences should look exactly like these sentences.

1. A pencil falls down.

2. The boy picks it up.

DIRECTIONS FOR 'WRITE IT': Read the sentence. Find the who or what thing part to make sure it tells about one person or thing. Point to the does what word and remember to add an s to it. Write the sentence on your separate paper.

3. She play_ all day.

4. Jane like_ the new bike.

5. Dr. Carson know_ the answer.

6. Jim give_ the cat some milk.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

Page 131
Level 2
Series 15
Practice C

SUBJECT-VERB AGREEMENT - STUDY PAGE

OBJECTIVE

Step by step, we will learn to write a correct sentence by using the correct verb form to agree with a singular or plural noun.

STUDY IT

STUDY CHART

When we write a sentence, we need to make sure that the does what part agrees with the who or what thing part.

Remember: If the who or what thing part names one, we end the does what word with an s.

One	Does What	Correct sentence
The dog	barks loudly.	The dog barks loudly.
The teacher	works hard.	The teacher works hard.

If the who or what thing part names more than one, we do not end the does what word with an s.

More than one	Does What	Correct sentence
The dogs	bark loudly.	The dogs bark loudly.
The teachers	work hard.	The teachers work hard.

REVIEW IT

1. When we write a sentence, we need to make sure that the does what part ______ with the who or what thing part.
2. If the who or what thing part names ___, we end the does what word with an s.
3. The dog _____ loudly. (one thing) The teacher _____ hard. (one thing)
4. If the who or what thing part names ____ than one, we do not end the does what word with an s.
5. The dogs _____ loudly. (more than one) The teachers _____ hard. (more than one)

Building Writing Competency

PRACTICE PAGE

Page 132
Level 2
Series 15
Practice C

INFORMATION CAVE

We can write correct sentences by making sure that the does what part agrees with (matches) the who or what thing part. If the who or what thing part names one, we end the does what word with an s. If the who or what thing part names more than one, we do not end the does what word with an s.

DOES WHAT BANK	
sing	sings
lift	lifts

1. Pat _____ in the show.	Pat sings in the show.
2. My brothers ____ the big box.	My brothers lift the big box.

TRY IT

DIRECTIONS FOR 'TRY IT': Read the sentence. Choose a word from the DOES WHAT BANK that makes sense. Remember to add an s to the does what word if the who or what thing word tells about one person or thing. Write the sentence on your separate paper.

1. Pat _____ in the show.
2. My brothers ____ the big box.

CHECK IT.: Your sentences should look exactly like these sentences.

1. Pat sings in the show.
2. My brothers lift the big box.

WRITE IT

DIRECTIONS FOR 'WRITE IT': Read the sentence. Choose a word from the DOES WHAT BANK that makes sense. Remember to add an s to the does what word if the who or what thing word tells about one person or thing. Write the sentence on your separate paper.

DOES WHAT BANK	
help	helps
walk	walks
fill	fills
swim	swims

3. Bob _____ to school on Friday.
4. Our teacher _____ us with the lesson.
5. The ducks ____ in the pond.
6. We ____ the can with water.

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

SUBJECT-VERB AGREEMENT - STUDY PAGE

OBJECTIVE

Step by step, we will learn to write a correct sentence by using the correct verb form to agree with a singular or plural noun.

STUDY IT

STUDY CHART

When we write a sentence, we need to make sure that the does what part agrees with the who or what thing part.

Remember: If the who or what thing part names one, we end the does what word with an s.

DOES WHAT BANK	
turn	turns
say	says
like	likes
run	runs

1. The man _____ his job. → 2. The men ____ their jobs.

3. The kitten ____ meow. → 4. The kittens ___ meow.

5. The boy _____ the page. → 6. The boys ____ the page.

7. The lion ____ fast. → 8. The lions ___ fast.

REVIEW IT

1. When we write a sentence, we need to make sure that the does what part ______ with the who or what thing part.
2. If the who or what thing part names ___, we end the does what word with an s.
3. The man _____ his job.
4. The men ____ their jobs.
5. The kitten ____ meow.
6. The kittens ___ meow.
7. The boy _____ the page.
8. The boys ____ the page.
9. The lion ____ fast.
10. The lions ___ fast.

Building Writing Competency

PRACTICE PAGE

Page 134
Level 2
Series 15
Practice D

INFORMATION CAVE

We can write correct sentences by making sure that the does what part agrees with (matches) the who or what thing part. If the who or what thing part names one, we end the does what word with an s. If the who or what thing part names more than one, we do not end the does what word with an s.

DOES WHAT BANK
keep keeps

1. She _____ the pen in a box.
2. They ____ the pen in a box.

DIRECTIONS FOR 'TRY IT': Read the sentence. Choose a word from the DOES WHAT BANK that makes sense. Remember to add an s to the does what word if the who or what thing word tells about one person or thing. Write the sentence on your separate paper.

DOES WHAT BANK
keep keeps

1. She _____ the pen in a box.
2. They ____ the pen in a box.

CHECK IT: Your sentences should look exactly like these sentences.

1. She keeps the pen in a box.
2. They keep the pen in a box.

DIRECTIONS FOR 'WRITE IT': Read the sentence. Choose a word from the DOES WHAT BANK that makes sense. Remember to add an s to the does what word if the who or what thing word tells about one person or thing. Write the sentence on your separate paper.

DOES WHAT BANK
sit sits
yell yells

3. They ____ at us sometimes.
4. He _____ at us sometimes.
5. The cats ___ on the fence.
6. The cat ___ on the fence.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

'WRITE IT' CORRECTING BANK

Is your name on your paper?

Remember to check

Capitals - Punctuation Marks

Spelling - Spacing

Make sure the does what part agrees with the who or what thing part.

PRACTICE A, Page 128:

3. The rabbit hides in the bush.
4. Bill swims every day.
5. The ball rolls down the sidewalk.
6. A seal barks.

PRACTICE B, Page 130:

3. She plays all day.
4. Jane likes the new bike.
5. Dr. Carson knows the answer.
6. Jim gives the cat some milk.

Correcting Page
Level 2
Series 15
Practice C & D

'WRITE IT' CORRECTING BANK

Is your name on your paper?

Remember to check

Capitals - Punctuation Marks

Spelling - Spacing

Make sure the does what part agrees with the who or what thing part.

PRACTICE C, Page 132:

3. Bob walks to school on Friday.
4. Our teacher helps us with the lesson.
5. The ducks swim in the pond.
6. We fill the can with water.

PRACTICE D, Page 134:

3. They yell at us sometimes.
4. He yells at us sometimes.
5. The cats sit on the fence.
6. The cat sits on the fence.

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

Page 135
Level 2
Series 15
Practice: Mastery Test

SUBJECT-VERB AGREEMENT

We will learn to write a correct sentence by using the correct verb form to agree with a singular or plural noun.

Directions:

Read the sentence. Choose a word from the DOES WHAT BANK that makes sense. Remember to add an s to the does what word if the who or what thing word tells about one person or thing. Write the sentence on your separate paper.

1. the rabbits hide_ in the bush
2. dr carson know_ the answer

Directions:

Read the sentence. Choose a word from the DOES WHAT BANK that makes sense. Remember to add an s to it if the who or what thing part names one.

DOES WHAT BANK

yell
sit
swim
fill

3. he ____ at us sometimes
4. the ducks ____ in the pond
5. the cat ____ on the fence
6. he ____ the can with water

Building Writing Competency

Page 136
Level 2
Series 16
Practice A

RUN-ON SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will learn to recognize two types of run-on sentences and rewrite them correctly as two separate sentences.

STUDY IT

STUDY CHART

We have learned that a telling sentence begins with a capital letter and ends with a period. We have also learned that a sentence must have a who or what thing part and a does what part.

Sometimes when we write sentences, we forget to end one sentence before beginning another. When we write the two sentences together, we have written a run-on. Like this:

I like my dog he plays with me.

When we read the sentence carefully, we can see that there are two sentences. The first one is: I like my dog. (There is a who part (I) and a does what part (like my dog). We can end the sentence with a period after dog. We now can see that the second sentence is He plays with me. There is a who part (he) and a does what part (plays with me). Now we can write the two sentences correctly.

I like my dog. He plays with me.

REVIEW IT

1. A sentence must have a who or what thing part and a ____ what part.

2. Sometimes when we write sentences, we forget to ___ one sentence before beginning another.

3. When we write two sentences together like this they are called a ____-____.

4. What is the first sentence in I like my dog he plays with me?
__ ____ __ ___.

5. What is the second sentence? __ _____ ____ __.

Building Writing Competency

PRACTICE PAGE

INFORMATION CAVE

Using Bigfoot's directions we can correct one kind of run-on by writing two separate sentences.

Run-on sentence: The beans spilled I will pick them up.

We will find the first who-what thing part and the first does what part, like this:

First sentence: The beans spilled.
who-what thing part/does what part

Then we will find the second who-what thing part and the does what part, like this:

Second sentence: I will pick them up.
who-what thing part/does what part

Now we can write the two separate sentences correctly. Remember to begin each sentence with a capital letter and end it with a period.

The beans spilled. I will pick them up.

DIRECTIONS FOR 'TRY IT': Read the run-on. Write the two sentences on your separate paper.

Run-on: The beans spilled I will pick them up.

1. First sentence: ___ ____ ______

2. Second sentence: _ ___ ___ ___ _

CHECK IT: Your sentences should look exactly like these sentences.

1. The beans spilled. 2. I will pick them up.

DIRECTIONS FOR 'WRITE IT': Read the sentences below and write them on your separate paper correctly, just as you did with the TRY IT sentence above.

Run-on: The light turns green I walk across the street.

3. First sentence: ______________________________

4. Second sentence: ______________________________

Run-on: Pizza tastes good we eat it all.

5. First sentence: ______________________________

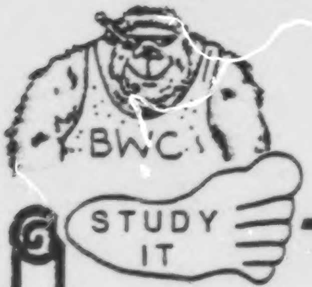
6. Second sentence: ______________________________

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

Page 158
Level 2
Series 16
Practice B

RUN-ON SENTENCES - STUDY PAGE



OBJECTIVE

Step by step, we will learn to recognize two types of run-on sentences and rewrite them correctly as two separate sentences.

STUDY CHART

We have learned that a telling sentence has two parts. We know that we begin the first word of a sentence with a capital letter and end it with a period.

Sometimes when we write sentences, we forget to end one sentence before beginning another. When we write the two sentences together, we have written a run-on. Like this:

I read a book I write a report.

When we read the run-on sentence carefully, we can see that there are two sentences. The first sentence is: I read a book. The second sentence is: I write a report.

REVIEW IT

1. A telling sentence has ___ parts.
2. Sometimes when we write sentences, we forget to ___ one sentence before beginning another.
3. When we write the two sentences ________ we have written a run-on.
4. Run-on: I read a book I write a report.
5. The first sentence is __ ____ __ ____
6. The second sentence is: __ _____ _ ______

Building Writing Competency

PRACTICE PAGE

Page 139
Level 2
Series 16
Practice B

INFORMATION CAVE

Using Bigfoot's directions we can correct one kind of run-on by writing separate sentences.

Run-on sentence: I cleaned the window it shines now.

First sentence: I cleaned the window.

Second sentence: It shines now.

DIRECTIONS FOR 'TRY IT': Read the run-on. Write the two sentences on your separate paper.

Run-on: I cleaned the window it shines now.

1. First sentence: ___ ________ ____ _______
2. Second sentence: ___ _______ ____

CHECK IT: Your sentences should look exactly like these sentences.

1. I cleaned the window. 2. It shines now.

DIRECTIONS FOR 'WRITE IT': Read the sentences below and write them on your separate paper correctly, just as you did with the TRY IT sentence above.

Run-on: The ball rolled off the table it bounced two times.

3. First sentence: ______________________________
4. Second sentence: ______________________________

Run-on: The door is open the dog ran out.

5. First sentence: ______________________________
6. Second sentence: ______________________________

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

Page 140
Level 2
Series 16
Practice C

RUN-ON SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will learn to recognize two types of run-on sentences and rewrite them correctly as two separate sentences.

STUDY IT

STUDY CHART

We sometimes put three or more sentences together with the word and. This is another kind of run-on. One way to correct this and-and-and run-on is by:

1. Finding each sentence.
2. Leaving out all the ands.
3. Writing each sentence by beginning it with a capital letter and ending it with a period.

And-and-and run-on sentence:

I went to the store and I bought some bread and I walked home.

Correct sentences:

I went to the store. (first sentence)	I bought some bread. (second sentence)	I walked home. (third sentence)

Remember: We will not write and in our sentences today.

REVIEW IT

1. We sometimes put three or more sentences together with the word _____.
2. This is another kind of _____-_____.
3. One way to correct this and-and-and run-on is by: Finding each sentence. Leaving out _____ the ands. Writing each sentence by beginning it with a _______ letter and ending it with a ______.
4. The first sentence is __ ___ ___ ___ ______.
5. The second sentence is __ _______ ______ ______.
6. The third sentence is __ _______ ______.

INFORMATION CAVE

Using Bigfoot's directions we will correct and-and-and run-on sentences by finding each sentence and leaving out all the ands. Remember to begin each sentence with a capital letter and end each sentence with a period.

And-and-and run-on: He woke up and he brushed his hair and he ate some toast.

Correct sentences:
First sentence: He woke up.
Second sentence: He brushed his hair.
Third sentence: He ate some toast.

TRY IT

DIRECTIONS FOR 'TRY IT': Read the and-and-and run-on sentence. Find each sentence. Remember to leave out all the ands. Write the sentences on your separate paper.

And-and-and run-on: He woke up and he brushed his hair and he ate some toast.

1. First sentence: ____ ______ ____
2. Second sentence: ____ _________ _____ ______
3. Third sentence: ____ ______ _______

CHECK IT: Your sentences should look exactly like these sentences:

1. He woke up.
2. He brushed his hair.
3. He ate some toast.

WRITE IT

DIRECTIONS FOR 'WRITE IT': Read the sentences below and write them on your separate paper correctly, just as you did with the TRY IT sentence above.

And-and-and run-on: My bike goes fast and the horn makes a loud noise and I like it.

4. First sentence: ____________________________
5. Second sentence: ____________________________
6. Third sentence: ____________________________

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

Page 142
Level 2
Series 16
Practice D

RUN-ON SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will learn to recognize two types of run-on sentences and rewrite them correctly as two separate sentences.

STUDY IT

STUDY CHART

We sometimes put three or more sentences together with the word and. This is another kind of run-on. One way to correct this and-and-and run-on is by:

1. Finding each sentence.
2. Leaving out all the ands.
3. Writing each sentence by beginning it with a capital letter and ending it with a period.

And-and-and run-on sentence:

My horse likes to eat and I feed him and he is happy.

Correct sentences:

My horse likes to eat.	I feed him.	He is happy.
(first sentence)	(second sentence)	(third sentence)

Remember: We will not write and in our sentences today.

REVIEW IT

1. We sometimes put three or more sentences together with the word _____.
2. This is another kind of _____-_____.
3. One way to correct this and-and-and run-on is by: Finding each sentence. Leaving out _____ the ands. Writing each sentence by beginning it with a _______ letter and ending it with a ______.
4. The first sentence is ___ _______ _______ ___ _____.
5. The second sentence is ___ _____ _____.
6. The third sentence is ___ ___ ______.

Building Writing Competency

PRACTICE PAGE

Page 143
Level 2
Series 16
Practice D

INFORMATION CAVE

Using Bigfoot's directions we will correct and-and-and run-on sentences by finding each sentence and leaving out all the ands. Remember to begin each sentence with a capital letter and end each sentence with a period.

And-and-and run-on: I walked to school and I got my lunch ticket and I played ball.

Correct sentences: First sentence: I walked to school.
Second sentence: I got my lunch ticket.
Third sentence: I played ball.

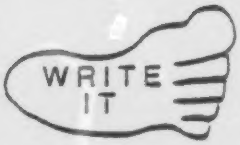
DIRECTIONS FOR 'TRY IT': Read the and-and-and run-on sentence. Find each sentence. Remember to leave out all the ands. Write the sentences on your separate paper.

And-and-and run-on: I walked to school and I got my lunch ticket and I played ball.

1. First sentence: ___ ________ ____ ________
2. Second sentence: ___ _____ ____ _______ ________
3. Third sentence: ___ ________ ______

CHECK IT: Your sentences should look exactly like these sentences:

1. I walked to school.
2. I got my lunch ticket.
3. I played ball.



DIRECTIONS FOR 'WRITE IT': Read the sentences below and write them on your separate paper correctly, just as you did with the TRY IT sentence above.

And-and-and run-on: My friend played with me and we played checkers and we ate some cookies.

4. First sentence: ______________________________
5. Second sentence: ______________________________
6. Third sentence: ______________________________

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

Correcting Page
Level 2
Series 16
Practice A & B

'WRITE IT' CORRECTING BANK

Is your name on your paper?

Remember to check

Capitals - Punctuation Marks

Spelling - Spacing

PRACTICE A, Page 137:

3. The light turns green.
4. I walk across the street.
5. Pizza tastes good.
6. We eat it all.

PRACTICE B, Page 139:

3. The ball rolled off the table.
4. It bounced two times.
5. The door is open.
6. The dog ran out.

'WRITE IT' CORRECTING BANK

Is your name on your paper?

Remember to check

Capitals - Punctuation Marks

Spelling - Spacing

PRACTICE C, Page 141:

4. My bike goes fast.
5. The horn makes a loud noise.
6. I like it.

PRACTICE D, Page 143:

4. My friend played with me.
5. We played checkers.
6. We ate some cookies.

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

Page 144
Level 2
Series 16
Practice: Mastery Test

RUN-ON SENTENCES

We can correct two kinds of run-on sentences.

Read the run-on sentence. Find the separate sentences and write them correctly on your separate paper.

Run-on: The light turns green I walk across the street.

1. First sentence: ______________________________
2. Second sentence: ______________________________

Run-on: My horse likes to eat and I feed him and he is happy.

1. First sentence: ______________________________
2. Second sentence: ______________________________
3. Third sentence: ______________________________

BUILDING WRITING COMPETENCY

STEP
BY
STEP

MASTERY OF SENTENCE AND PARAGRAPH WRITING SKILLS

LEVEL 3

A TITLE IV-C LANGUAGE PROJECT

RIO LINDA UNION SCHOOL DISTRICT

Building Writing Competency

AN INTENSE WRITING PROGRAM MOVING CHILDREN STEP BY STEP TO MASTERY OF ESSENTIAL SENTENCE AND PARAGRAPH WRITING SKILLS.

LIST OF SKILLS FOR LEVEL 3

Each Series consists of four daily lessons followed by a Mastery Test.

• BASIC SENTENCE SKILLS •

Series 1	Telling and Asking Sentences - Capitalization - Punctuation
Series 2	Telling and Asking Sentences - Special Information Words
Series 3	Capitalizing Proper Nouns
Series 4	Capitalizing Proper Nouns and Titles
Series 5	Capitalizing and Abbreviating Places
Series 6	Capitalizing and Punctuating Dates
Series 7	Sentence Parts - Which Person/What Thing
Series 8	Sentence Parts - Which Person/What Thing
Series 9	Sentence Parts - Does What Predicates
Series 10	Sentence Parts - Does, Is, Has Predicates
Series 11	Sentence Parts - Verbs/Verb Tense

• RUN-ON CORRECTION SKILLS •

Series 12	Correcting Run-Ons by separating Fused Sentences
Series 13	Correcting Run-Ons using Conjunctions to write Compound Sentences

• PARAGRAPH WRITING SKILLS •

Series 14	Writing Paragraphs using Detail Sentences that state examples to support a Main Idea Sentence
Series 15	Writing Paragraphs using Detail Sentences that state examples in time order to support a Main Idea Sentence
Series 16	Writing Paragraphs: Students practice developing Main Idea Sentence to signal and limit Detail Sentences

TELLING AND ASKING SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will capitalize and punctuate telling and asking sentences.

STUDY IT

STUDY CHART

This sentence tells something. → The horse ran fast.

It is a TELLING SENTENCE. A TELLING SENTENCE begins with a capital letter and ends with a period.

The horse has a white mane. His hair is tan.

We can write TELLING SENTENCES correctly by using capitals and periods to signal where each sentence begins and ends.

I ride him every day. His name is Blaze.

REVIEW IT

1. The sentence The horse ran fast ____ something.
2. It is a _____ ___SENTENCE.
3. A TELLING SENTENCE begins with a ______ letter.
4. A TELLING SENTENCE ends with a ______.
5. A capital letter signals where a sentence ______.
6. A period signals where a telling sentence ___.

Building Writing Competency

PRACTICE PAGE

Page 2
Level 3
Series 1
Practice A

INFORMATION CAVE

REMEMBER - A correct telling sentence must:

1. Begin with a capital letter.
2. Have the correct punctuation (a period).
3. Have each word spelled correctly.
4. Have a space between each word.

We can use capitals and periods to write two groups of words into correct TELLING SENTENCES. Like this:

EXTRA TIP: we live on a ranch - we raise horses

1. *We live on a ranch.* 2. *We raise horses.*

DIRECTIONS FOR 'TRY IT': On your separate paper, write the words on the line below as two separate sentences. Remember to begin the first word of a sentence with a capital letter and end a telling sentence with a period.

Use the extra tip in the Information Cave if you have trouble getting started. After you finish the TRY IT sentences, the teacher will check your sentences (or put correct sentences on the board). YOU MAY NOT GO ON UNTIL YOUR TRY IT SENTENCES ARE CORRECT.

we live on a ranch - we raise horses

1. __ ____ __ _ ______

2. __ ______ ______

Directions for setting up your separate paper.

Name *Date*

Telling Sentences

1. We

2.

DIRECTIONS FOR 'WRITE IT': On your separate paper, write the words on the lines below as two separate sentences. Remember to begin the first word of a sentence with a capital letter and end a telling sentence with a period. Spell each word correctly.

we raise cattle and chickens - we grow corn and hay

3. __ _____ _____ ____ ________

4. __ _____ ____ ___ ____

we have a garden - the fresh vegetables taste so good

5. __ _____ _ ______

6. __ _____ _________ _____ __ _____

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected *after* scores are marked.

Building Writing Competency

Page 3
Level 3
Series 1
Practice B

TELLING AND ASKING SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will capitalize and punctuate telling and asking sentences.

STUDY IT

STUDY CHART

This sentence tells something. → The barn is red.

It is a TELLING SENTENCE. A TELLING SENTENCE gives us information.

A TELLING SENTENCE begins with a capital letter and ends with a period.

A capital letter signals where a sentence begins.

A period signals where a sentence ends.

There are six horse-stalls. Hay is kept in the loft.

REVIEW IT

1. The sentence The barn is red ____ something.
2. It is a ________SENTENCE.
3. A TELLING SENTENCE gives us _________.
4. A TELLING SENTENCE begins with a _____ letter.
5. A TELLING SENTENCE ____ with a period.
6. A capital letter signals where a sentence ______.
7. A period signals where a telling sentence ____.

Building Writing Competency

PRACTICE PAGE

Page 4
Level 3
Series 1
Practice B

INFORMATION CAVE

REMEMBER - A correct telling sentence must:

1. Begin with a capital letter.
2. Have the correct punctuation (a period).
3. Have each word spelled correctly.
4. Have a space between each word.

We can use capitals and periods to write two groups of words into correct TELLING SENTENCES. Like this:

EXTRA TIP: i keep the barn clean - my sister works in the garden
1. *I keep the barn clean.* 2. *My sister works in the garden.*

DIRECTIONS FOR 'TRY IT': On your separate paper, write the words on the line below as two separate sentences. Remember to begin the first word of a sentence with a capital letter and end a telling sentence with a period.

Use the extra tip in the Information Cave if you have trouble getting started. After you finish the TRY IT sentences, the teacher will check your sentences (or put correct sentences on the board). YOU MAY NOT GO ON UNTIL YOUR TRY IT SENTENCES ARE CORRECT.

i keep the barn clean - my sister works in the garden

1. _ ____ __ ___ _____
2. _ _____ ____ _ _ ______

Directions for setting up your separate paper.

Name *Date*
Telling Sentences
1. I
2.

DIRECTIONS FOR 'WRITE IT': On your separate paper, write the words on the lines below as two separate sentences. Remember to begin the first word of a sentence with a capital letter and end a telling sentence with a period. Spell each word correctly.

the corral is next to the barn - the horses drink water there

3. __ _____ _ ____ _ ____ _____
4. __ _____ _____ _____ _____

a horse wears iron shoes - i wear cowboy boots

5. _ _____ _____ ____ _____
6. _ ____ _____ _____

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

TELLING AND ASKING SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will capitalize and punctuate telling and asking sentences.

STUDY IT

STUDY CHART

This sentence asks something. → Where did you buy the horse?
It is an ASKING SENTENCE. An ASKING SENTENCE asks for information.
An ASKING SENTENCE begins with a capital letter and ends with a question mark.

These five WH words often begin ASKING SENTENCES: Who, What, When, Where, and Why.

If a question asks Who, the answer is a person.
If a question asks What, the answer is a thing.
If a question asks When, the answer is time.
If a question asks Where, the answer is a place.
If a question asks Why, the answer is a reason.

Asking sentences that begin with who, what, when, where, or why are answered with a telling sentence. Like this:

Who is there?	Dad is there.
What is it?	It is a top.
When do we go?	We go today.
Where is it?	It is on the table.
Why are you here?	I am here to learn.

REVIEW IT

1. The sentence Where did you buy the horse? ____ something.
2. It is an ______ SENTENCE.
3. An ASKING SENTENCE asks for __________.
4. An ASKING SENTENCE begins with a ______ letter and ends with a question mark.
5. The five WH words that often begin ASKING SENTENCES are Who, What, When, Where, and ___.
6. Asking sentences that begin with who, what, when, where, or why are answered with a ______ sentence.

Building Writing Competency

PRACTICE PAGE

Page 6
Level 3
Series 1
Practice C

INFORMATION CAVE

An asking sentence will often start with a WH word (Who, What, When, Where, or Why). We can say that these words often signal an asking sentence. We will end a WH sentence with a question mark. Like this:

EXTRA TIP: who has the bridle - where is the bit

1. *Who has the bridle?*
2. *Where is the bit?*

TRY IT

DIRECTIONS FOR 'TRY IT': On your separate paper, write the words on the line below as two separate sentences. Remember to begin the first word of a sentence with a capital letter and end an asking sentence with a question mark.

Use the extra tip in the Information Cave if you have trouble getting started. After you finish the TRY IT sentences, the teacher will check your sentences (or put correct sentences on the board). YOU MAY NOT GO ON UNTIL YOUR TRY IT SENTENCES ARE CORRECT.

who has the bridle - where is the bit

1. ______________

2. ______________

Directions for setting up your separate paper.

Name *Date*

Asking Sentences

1. Who ______________

2. ______________

WRITE IT

DIRECTIONS FOR 'WRITE IT': On your separate paper, write the words on the lines below as two separate sentences. Remember to begin the first word of a sentence with a capital letter and end an asking sentence with a question mark. Spell each word correctly.

when do I put on the saddle blanket - what goes on next

3. ______________________________

4. ______________

what color is your saddle - why are the stirrups so long

5. ________________________

6. __________________________

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

Page 7
Level 3
Series 1
Practice D

TELLING AND ASKING SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will capitalize and punctuate telling and asking sentences.

STUDY IT

STUDY CHART

This sentence asks something. → Who has the paste?
It is an ASKING SENTENCE. An ASKING SENTENCE asks for information.
An ASKING SENTENCE begins with a capital letter and ends with a question mark.

These five WH words often begin ASKING SENTENCES: Who, What, When, Where, and Why.

If a question asks Who, the answer is a person.
If a question asks What, the answer is a thing.
If a question asks When, the answer is time.
If a question asks Where, the answer is a place.
If a question asks Why, the answer is a reason.

Asking sentences that begin with who, what, when, where, or why are answered with a telling sentence. Like this:

Who is there?	Nan is there.
What is it?	It is a game.
When do we go?	We go at noon.
Where is it?	It is under the paper.
Why are you here?	We are here to write.

REVIEW IT

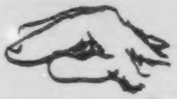
1. The sentence Who has the paste? _____ something.
2. It is an ______ SENTENCE.
3. An ASKING SENTENCE asks for __________.
4. An ASKING SENTENCE begins with a ______ letter and ends with a question mark.
5. The five WH words that often begin ASKING SENTENCES are Who, What, When, Where, and ___.
6. Asking sentences that begin with who, what, when, where, or why are answered with a ______ sentence.

Building Writing Competency

PRACTICE PAGE

Page 8
Level 3
Series 1
Practice D

INFORMATION CAVE



An asking sentence will often start with a WH word (Who, What, When, Where, or Why). We can say that these words often signal an asking sentence. We will end a WH sentence with a question mark. Like this:

EXTRA TIP: what is in the box - when is your birthday

1. *What is in the box?*
2. *When is your birthday?*

DIRECTIONS FOR 'TRY IT': On your separate paper, write the words on the line below as two separate sentences. Remember to begin the first word of a sentence with a capital letter and end an asking sentence with a question mark.

Use the extra tip in the Information Cave if you have trouble getting started. After you finish the TRY IT sentences, the teacher will check your sentences (or put correct sentences on the board). YOU MAY NOT GO ON UNTIL YOUR TRY IT SENTENCES ARE CORRECT.

what is in the box - when is your birthday

1. ________________
2. ____________________

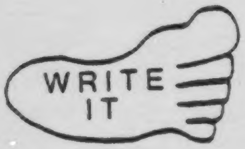
Directions for setting up your separate paper.

Name *Date*

Asking Sentences

1. What

2.



DIRECTIONS FOR 'WRITE IT': On your separate paper, write the words on the lines below as two separate sentences. Remember to begin the first word of a sentence with a capital letter and end an asking sentence with a question mark. Spell each word correctly.

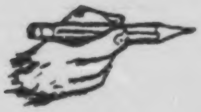
when is the party - what will we serve

3. ________________
4. ________________

who is coming to the party - why is the package so heavy

5. __________________________
6. __________________________

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.



'WRITE IT' CORRECTING BANK

1. Did you set up your separate paper correctly?
2. Did you begin each sentence with a capital letter?
3. Did you spell each word correctly?
4. Did you leave a space between each word?
5. Did you remember the signal words used to begin question sentences?
6. Did you end a telling sentence with a period and an asking sentence with a question mark?

PRACTICE A:

3. We raise cattle and chickens.
4. We grow corn and hay.
5. We have a garden.
6. The fresh vegetables taste so good.

PRACTICE B:

3. The corral is next to the barn.
4. The horses drink water there.
5. A horse wears iron shoes.
6. I wear cowboy boots.

PRACTICE C:

3. When do I put on the saddle blanket?
4. What goes on next?
5. What color is your saddle?
6. Why are the stirrups so long?

PRACTICE D:

3. When is the party?
4. What will we serve?
5. Who is coming to the party?
6. Why is the package so heavy?

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

Page 10
Level 3
Series 1
Practice: Mastery Test

TELLING & ASKING SENTENCES

- Read the directions and write your sentences on a separate paper.
- Write the groups of words below as correct sentences. Remember to begin the first word of a sentence with a capital letter and end a telling sentence with a period and an asking sentence with a question mark.

1. the fresh vegetables taste so good
2. a horse wears iron shoes
3. when do I put on the saddle blanket
4. what color is your saddle
5. who is coming to the party
6. why is the package so heavy

TELLING AND ASKING SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write correct asking sentences.

STUDY IT

STUDY CHART

An asking sentence begins with a capital letter and ends with a question mark (?). An asking sentence asks for information.

These three words often begin asking sentences:

Can	Will	Do
Can you cook?	Will you help me?	Do you bake cookies?
Can you write?	Will Jim be here?	Do you know the answer?

Can, will, and do begin asking sentences that may be answered with yes or no.

REMEMBER: WH words begin sentences that ask for special information.

WH words: Who What When Where Why

REVIEW IT

1. You write the first word of a sentence with a ______ letter.

2. What kind of mark do you use at the end of an asking sentence?
A ________ mark.

3. What are three words often beginning an asking sentence that may be answered with yes or no?
Can, will, and __.

INFORMATION CAVE

An asking sentence often will begin with can, will, or do. We can say that these words often signal an asking sentence. We will end can, will, do sentences with a question mark. Like this:

EXTRA TIP: can you dice onions - will you chop the celery

1. *Can you dice onions?*
2. *Will you chop the celery?*

DIRECTIONS FOR 'TRY IT': On your separate paper, write the words on the line below as two separate sentences. Remember to begin the first word of a sentence with a capital letter and end an asking sentence with a question mark.

Use the extra tip in the Information Cave if you have trouble getting started. After you finish the TRY IT sentences, the teacher will check your sentences (or put correct sentences on the board). YOU MAY NOT GO ON UNTIL YOUR TRY IT SENTENCES ARE CORRECT.

can you dice onions - will you chop the celery

1. ____________________

2. __________________________

Directions for setting up your separate paper.

Name *Date*

Asking Sentences

1. Can

2.

DIRECTIONS FOR 'WRITE IT': On your separate paper, write the words on the lines below as two separate sentences. Remember to begin the first word of a sentence with a capital letter and end an asking sentence with a question mark. Spell each word correctly.

do you peel the apples - can you make applesauce

3. _________________________

4. __________________________

will Mom boil the eggs - can Mary help us

5. ___________________________

6. ____________________

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

Page 13
Level 3
Series 2
Practice B

TELLING AND ASKING SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write correct asking sentences.

STUDY IT

STUDY CHART

This sentence asks something. → Does the bell ring at noon?

We begin the first word of an asking sentence with a capital letter, and we end an asking sentence with a question mark. These words are often used to begin asking sentences:

Is Does Has Can Will Do

Is, does, has, can, will, do begin asking sentences that may be answered with yes or no.

REMEMBER: WH words begin sentences that ask for special information.

WH words: Who What When Where Why

REVIEW IT

1. We begin the first word of an asking sentence with a capital letter, and we end an asking sentence with a _______ mark.

2. These words are often used to begin asking sentences asking for yes or no answers: Is, ____, has, can, will, and do.

3. WH words begin sentences that ask for ______ information.

Building Writing Competency

PRACTICE PAGE

Page 14
Level 3
Series 2
Practice B

INFORMATION CAVE

We will write correct asking sentences that begin with the key words is, does, and has. We will begin an asking sentence with a capital letter and end an asking sentence with a question mark.

EXTRA TIP: is the library open - has everyone read Blaze

1. *Is the library open?*
2. *Has everyone read Blaze?*

DIRECTIONS FOR 'TRY IT': Read the sentences below and write them on your separate paper correctly. End a sentence that begins with is, does, or has (an asking sentence) with a question mark.

Use the extra tip in the Information Cave if you have trouble getting started. After you finish the TRY IT sentences, the teacher will check your sentences (or put correct sentences on the board). YOU MAY NOT GO ON UNTIL YOUR TRY IT SENTENCES ARE CORRECT.

is the library open - has everyone read Blaze

1. ________________
2. ____________________

Directions for setting up your separate paper.

Name *Date*

Asking Sentences

1. Is

2.

DIRECTIONS FOR 'WRITE IT': Read the sentences below and write them on your separate paper correctly. End a sentence that begins with is, does, or has (an asking sentence) with a question mark.

does the card catalog help you - has my book been returned

3. __________________________
4. ________________________

does the story make you laugh - is this a good book

5. __________________________
6. _________________

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

TELLING AND ASKING SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write correct telling and asking sentences.

STUDY IT

STUDY CHART

These sentences ask something. → How do we play soccer?
Is he here?

How asks for special information. Is asks for a yes-no answer.

We begin the first word of an asking sentence with a capital letter, and we end an asking sentence with a question mark.

Is, does, has, can, will, do are words that begin sentences which ask for a yes or no answer.

Who, what, when, where, why are words that begin sentences which ask for special information.

REVIEW IT

1. We begin the first word of an asking sentence with a capital letter, and we end an asking sentence with a ________ mark.

2. Is, does, has, can, will, and do are words that begin sentences which ask for a yes or no ______.

3. Who, what, when, where, and why are words that begin sentences which ask for ______ information.

Building Writing Competency

PRACTICE PAGE

Page 16
Level 3
Series 2
Practice C

INFORMATION CAVE

We will begin correct telling and asking sentences with a capital letter. We will end a correct telling sentence with a period. We will end a correct asking sentence with a question mark.

EXTRA TIP: do you play soccer - we play baseball every day

1. *Do you play soccer?*
2. *We play baseball every day.*

DIRECTIONS FOR 'TRY IT': Read the sentences below and write them on your separate paper correctly. End a telling sentence with a period and end an asking sentence with a question mark.

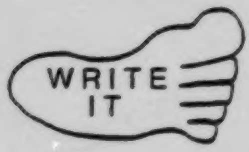
Use the extra tip in the Information Cave if you have trouble getting started. After you finish the TRY IT sentences, the teacher will check your sentences (or put correct sentences on the board). YOU MAY NOT GO ON UNTIL YOUR TRY IT SENTENCES ARE CORRECT.

do you play soccer - we play baseball every day

1. ____________
2. ____________________

Directions for setting up your separate paper.

Name *Date*
Asking and Telling Sentences
1. Do
2.



DIRECTIONS FOR 'WRITE IT': Read the sentences below and write them on your separate paper correctly. End a telling sentence with a period and end an asking sentence with a question mark.

how many players are on the team - we will play on the grass

3. ______________________
4. ______________________

is the game next week - when will we choose the teams

5. ________________
6. ____________________

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

Page 17
Level 3
Series 2
Practice D

TELLING AND ASKING SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write correct telling and asking sentences.

STUDY IT

STUDY CHART

This sentence tells something. → The bat is in the box.

We begin the first word of a telling sentence with a capital letter and end a telling sentence with a period.

These sentences ask something. → Where is the bat?
Will you find it?

Where asks for special information. Will asks for a yes-no answer.

We begin the first word of an asking sentence with a capital letter, and we end an asking sentence with a question mark.

Is, does, has, can, will, do are words that begin sentences which ask for a yes or no answer.

Who, what, when, where, why are words that begin sentences which ask for special information.

REVIEW IT

1. We begin the first word of an asking sentence with a capital letter, and we end an asking sentence with a _______ mark.

2. Is, does, has, can, will, and do are words that begin sentences which ask for a yes or no _____.

3. Who, what, when, where, and why are words that begin sentences which ask for ______ information.

Building Writing Competency

PRACTICE PAGE

Page 18
Level 3
Series 2
Practice D

INFORMATION CAVE

We will begin correct telling and asking sentences with a capital letter. We will end a correct telling sentence with a period. We will end a correct asking sentence with a question mark.

EXTRA TIP: the cat purrs - does a lion say meow

1. *The cat purrs.*
2. *Does a lion say meow?*

DIRECTIONS FOR 'TRY IT': Read the sentences below and write them on your separate paper correctly. End a telling sentence with a period and end an asking sentence with a question mark.

Use the extra tip in the Information Cave if you have trouble getting started. After you finish the TRY IT sentences, the teacher will check your sentences (or put correct sentences on the board). YOU MAY NOT GO ON UNTIL YOUR TRY IT SENTENCES ARE CORRECT.

the cat purrs - does a lion say meow

1. ____________
2. ____________

Directions for setting up your separate paper.

Name *Date*

Asking and Telling Sentences

1. The

2.

DIRECTIONS FOR 'WRITE IT': Read the sentences below and write them on your separate paper correctly. End a telling sentence with a period and end an asking sentence with a question mark.

what color is a panther - mountain lions live in California

3. ____________
4. ____________

where do tigers live - the leopard is a fast animal

5. ____________
6. ____________

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

'WRITE IT' CORRECTING BANK

1. Did you set up your separate paper correctly?
2. Did you begin each sentence with a capital letter?
3. Did you spell each word correctly?
4. Did you leave a space between each word?
5. Did you end a telling sentence with a period and an asking sentence with a question mark?

PRACTICE A:

3. Do you peel the apples?
4. Can you make applesauce?
5. Will Mom boil the eggs?
6. Can Mary help us?

PRACTICE B:

3. Does the card catalog help you?
4. Has my book been returned?
5. Does the story make you laugh?
6. Is this a good book?

PRACTICE C:

3. How many players are on the team?
4. We will play on the grass.
5. Is the game next week?
6. When will we choose the teams?

PRACTICE D:

3. What color is a panther?
4. Mountain lions live in California.
5. Where do tigers live?
6. The leopard is a fast animal.

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

Page 20
Level 3
Series 2
Practice: Mastery Test

TELLING & ASKING SENTENCES

- Read the directions and write your sentences on your separate paper.
- Begin the first word of each sentence with a capital letter. Leave a space between each word. End a telling sentence with a period. End an asking sentence with a question mark. Spell each word correctly.

Be sure to set your paper up according to Bigfoot's directions.

1. can Mary help us
2. is the game next week
3. where do tigers live
4. mountain lions live in California
5. we will play on the grass
6. does the card catalog help you

PROPER NOUNS - STUDY PAGE

OBJECTIVE

Step by step, we will write I with a capital letter when it is used in place of a noun. We will learn to recognize and capitalize proper nouns.

STUDY IT

STUDY CHART

We begin the first word of a sentence with a capital letter. We use what we have learned about telling sentences and asking sentences to decide which punctuation mark we should use at the end of the sentence. A period and a question mark are called punctuation marks.

A word that names a person, place, or thing is called a noun.

(a) ball (b) boy (c) town (d) mountain (e) game

When a noun names a special person, place, or thing, it is called a proper noun. A proper noun begins with a capital letter.

(a) Voit (b) Bill (c) Auburn (d) Mt. Shasta (e) Frisbee

We write I with a capital letter when it is used as a word. I is not a noun. It is used in place of a noun.

REVIEW IT

1. A period and a question mark are called __________ marks.
2. A word that names a person, place, or thing is called a ____.
3. When a noun names a special person, place, or thing, it is called a ______ noun.
4. A proper noun begins with a ______ letter.
5. We write I with a ______ letter when it is used as a word.
6. Voit, Bill, Auburn, Mt. Shasta, and Frisbee are all ______ nouns.

Building Writing Competency

PRACTICE PAGE

Page 22
Level 3
Series 3
Practice A

INFORMATION CAVE

We will write proper nouns in sentences. A proper noun names a special person, place, or thing. Today we will write I and proper nouns that name special persons or things (remember: pets are things). A proper noun begins with a capital letter. Capitalize and punctuate the sentences below correctly. Use the PROPER NOUN/I LIST if you need help.

EXTRA TIP: 1. *The skates belong to Tom.*
2. *We gave Benjie a bone.*

PROPER NOUN/I LIST: Tom - Benjie - Fluffy - Mike - Hondas - Bob - I

DIRECTIONS FOR 'TRY IT': Read the sentences below. Remember to begin a proper noun with a capital letter. Next use what you have learned about capitalizing and punctuating to write the sentences correctly. Check the PROPER NOUN/I LIST if you need extra help.

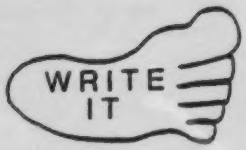
Use the extra tip in the Information Cave if you have trouble getting started. After you finish the TRY IT sentences, the teacher will check your sentences (or put correct sentences on the board). YOU MAY NOT GO ON UNTIL YOUR TRY IT SENTENCES ARE CORRECT.

1. the skates belong to tom

____

2. we gave benjie a bone

____



DIRECTIONS FOR 'WRITE IT': Read the sentences below and write them on your separate paper correctly, just as you did with the TRY IT sentences above. Check the PROPER NOUN/I LIST if you need extra help.

3. i gave some milk to fluffy and her kittens

____

4. their bikes are hondas

____

5. mike has a new bike

____

6. bob wants a new bike

____

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

Page 23
Level 3
Series 3
Practice B

PROPER NOUNS - STUDY PAGE

OBJECTIVE

Step by step, we will write I with a capital letter when it is used in place of a noun. We will learn to recognize and capitalize proper nouns.

STUDY IT

STUDY CHART

We begin the first word of a sentence with a capital letter. We use what we have learned about telling sentences and asking sentences to decide which punctuation mark we should use at the end of the sentence. A period and a question mark are called punctuation marks.

A word that names a person, place, or thing is called a noun.

(a) car (b) burger (c) horse (d) store (e) girl

When a noun names a special person, place, or thing, it is called a proper noun. A proper noun begins with a capital letter.

(a) Ford (b) McDonald's (c) Trigger (d) K-Mart (e) Susan

We write I with a capital letter when it is used as a word. I is not a noun. It is used in place of a noun.

Be sure to find the question sentence in today's WRITE IT.

REVIEW IT

1. A period and a question mark are called __________ marks.
2. A word that names a person, place, or thing is called a ____.
3. When a noun names a special person, place, or thing, it is called a ______ noun.
4. A proper noun begins with a ______ letter.
5. We write I with a ______ letter when it is used as a word.
6. Ford, McDonald's, Trigger, K-Mart, and Susan are all _____ nouns.

Building Writing Competency

PRACTICE PAGE

Page 24
Level 3
Series 3
Practice B

INFORMATION CAVE

We will write proper nouns in sentences. A proper noun names a special person, place, or thing. Today we will write I and proper nouns that name special persons or things (remember: pets are things). A proper noun begins with a capital letter. Capitalize and punctuate the sentences below correctly. A sentence may have more than one proper noun. Use the PROPER NOUN/I LIST if you need help.

EXTRA TIP:
1. *Yesterday Sally, the dog, and I played Frisbee.*
2. *Sally, Champ, and I played ball.*

PROPER NOUN/I LIST: Sally - Champ - Frisbee - Pete - Bob - I - Cub Scout - John - Lisa - Chinese - Charles - Ford - Reno

DIRECTIONS FOR 'TRY IT': Read the sentences below. Remember to begin a proper noun with a capital letter. Next use what you have learned about capitalizing and punctuating to write the sentences correctly. Check the PROPER NOUN/I LIST if you need extra help.

Use the extra tip in the Information Cave if you have trouble getting started. After you finish the TRY IT sentences, the teacher will check your sentences (or put correct sentences on the board). YOU MAY NOT GO ON UNTIL YOUR TRY IT SENTENCES ARE CORRECT.

1. yesterday sally, the dog, and i played frisbee

   ____

2. sally, champ, and i played ball

   ____

DIRECTIONS FOR 'WRITE IT': Read the sentences below and write them on your separate paper correctly, just as you did with the TRY IT sentences above. Check the PROPER NOUN/I LIST if you need extra help.

3. on rainy days pete and bob play cards

   ____

4. when is the cub scout meeting

   ____

5. john and lisa are chinese

   ____

6. charles drove the ford to reno

   ____

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

Page 25
Level 3
Series 3
Practice C

PROPER NOUNS - STUDY PAGE

OBJECTIVE

Step by step, we will write I with a capital letter when it is used in place of a noun. We will learn to recognize and capitalize proper nouns.

STUDY IT

STUDY CHART

We begin the first word of a sentence with a capital letter. We use what we have learned about telling sentences and asking sentences to decide which punctuation mark we should use at the end of the sentence. A period and a question mark are called punctuation marks.

A word that names a person, place, or thing is called a noun.

(a) pants (b) pen (c) state (d) nature magazine

When a noun names a special person, place, or thing, it is called a proper noun. A proper noun begins with a capital letter.

(a) Levis (b) Bic (c) California (d) Ranger Rick

We write I with a capital letter when it is used as a word. I is not a noun. It is used in place of a noun.

Be sure to find the question sentence in today's WRITE IT.

REVIEW IT

1. A period and a question mark are called __________ marks.
2. A word that names a person, place, or thing is called a ____.
3. When a noun names a special person, place, or thing, it is called a ______ noun.
4. A proper noun begins with a ______ letter.
5. We write I with a ______ letter when it is used as a word.
6. Levis, Bic, California, and Ranger Rick are all ______ nouns.

Building Writing Competency

PRACTICE PAGE

Page 26
Level 3
Series 3
Practice C

INFORMATION CAVE

We will write proper nouns in sentences. A proper noun names a special person, place, or thing. Today we will write I and proper nouns that name special persons or things (remember: pets are things). A proper noun begins with a capital letter. Capitalize and punctuate the sentences below correctly. A sentence may have more than one proper noun. Use the PROPER NOUN/I LIST if you need help.

EXTRA TIP: 1. *Ranger Rick is a nature magazine.*
2. *The cowboy wore Levis.*

PROPER NOUN/I LIST: Ranger Rick - Levis - Ken - California - Bic - Robert - Spot - Fluffy - I

DIRECTIONS FOR 'TRY IT': Read the sentences below. Remember to begin a proper noun with a capital letter. Next use what you have learned about capitalizing and punctuating to write the sentences correctly. Check the PROPER NOUN/I LIST if you need extra help.

Use the extra tip in the Information Cave if you have trouble getting started. After you finish the TRY IT sentences, the teacher will check your sentences (or put correct sentences on the board). YOU MAY NOT GO ON UNTIL YOUR TRY IT SENTENCES ARE CORRECT.

1. ranger rick is a nature magazine

   ____

2. the cowboy wore levis

   ____

DIRECTIONS FOR 'WRITE IT': Read the sentences below and write them on your separate paper correctly, just as you did with the TRY IT sentences above. Check the PROPER NOUN/I LIST if you need extra help.

3. ken lives in california

   ____

4. the bic pen writes smoothly

   ____

5. the shirt belongs to robert

   ____

6. when will spot and fluffy get their shots

   ____

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

Page 27
Level 3
Series 3
Practice D

PROPER NOUNS - STUDY PAGE

OBJECTIVE

Step by step, we will write I with a capital letter when it is used in place of a noun. We will learn to recognize and capitalize proper nouns.

STUDY IT

STUDY CHART

We begin the first word of a sentence with a capital letter. We use what we have learned about telling sentences and asking sentences to decide which punctuation mark we should use at the end of the sentence. A period and a question mark are called punctuation marks.

A word that names a person, place, or thing is called a noun.

(a) shoes (b) star (c) raccoon (d) oatmeal

When a noun names a special person, place, or thing, it is called a proper noun. A proper noun begins with a capital letter.

(a) Nikes (b) Venus (c) Rascal (d) Quaker Oats

We write I with a capital letter when it is used as a word. I is not a noun. It is used in place of a noun.

Be sure to find 2 question sentences on today's PRACTICE PAGE.

REVIEW IT

1. A period and a question mark are called __________ marks.
2. A word that names a person, place, or thing is called a ____.
3. When a noun names a special person, place, or thing, it is called a ______ noun.
4. A proper noun begins with a ______ letter.
5. We write I with a ______ letter when it is used as a word.
6. Nikes, Venus, Rascal, and Quaker Oats are all _____ nouns.

INFORMATION CAVE

We will write proper nouns in sentences. A proper noun names a special person, place, or thing. Today we will write I and proper nouns that name special persons or things (remember: pets are things). A proper noun begins with a capital letter. Capitalize and punctuate the sentences below correctly. A sentence may have more than one proper noun. Use the PROPER NOUN/I LIST if you need help.

EXTRA TIP:
1. *My new shoes are Nikes.*
2. *Do Bill and Ed have a pair?*

PROPER NOUN/I LIST: Nikes - Bill - Ed - Rascal - Quaker Oats - Dad - Mike - Folsom Lake - Venus - Mars - I

DIRECTIONS FOR 'TRY IT': Read the sentences below. Remember to begin a proper noun with a capital letter. Next use what you have learned about capitalizing and punctuating to write the sentences correctly. Check the PROPER NOUN/I LIST if you need extra help.

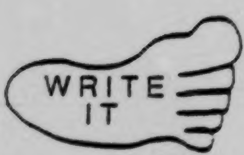
Use the extra tip in the Information Cave if you have trouble getting started. After you finish the TRY IT sentences, the teacher will check your sentences (or put correct sentences on the board). YOU MAY NOT GO ON UNTIL YOUR TRY IT SENTENCES ARE CORRECT.

1. my new shoes are nikes

   ____

2. do bill and ed have a pair

   ____



DIRECTIONS FOR 'WRITE IT': Read the sentences below and write them on your separate paper correctly, just as you did with the TRY IT sentences above. Check the PROPER NOUN/I LIST if you need extra help.

3. why was the raccoon named rascal

   ____

4. the oatmeal cookies were made with quaker oats

   ____

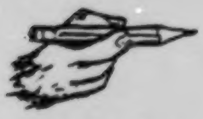
5. dad and mike will sail on folsom lake

   ____

6. those two planets are venus and mars

   ____

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.



'WRITE IT' CORRECTING BANK

1. Did you set up your separate paper correctly?
2. Did you spell each word correctly?
3. Did you leave a space between each word?
4. Did you begin a sentence with a capital letter and end it with the correct punctuation?
5. Did you write I or begin a proper noun with a capital letter?

PRACTICE A.

3. I gave some milk to Fluffy and her kittens.
4. Their bikes are Hondas.
5. Mike has a new bike.
6. Bob wants a new bike.

PRACTICE B:

3. On rainy days Pete and Bob play cards.
4. When is the Cub Scout meeting?
5. John and Lisa are Chinese.
6. Charles drove the Ford to Reno.

PRACTICE C:

3. Ken lives in California.
4. The Bic pen writes smoothly.
5. The shirt belongs to Robert.
6. When will Spot and Fluffy get their shots?

PRACTICE D:

3. Why was the raccoon named Rascal?
4. The oatmeal cookies were made with Quaker Oats.
5. Dad and Mike will sail on Folsom Lake.
6. Those two planets are Venus and Mars.

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

Page 30
Level 3
Series 3
Practice: Mastery Test

PROPER NOUNS

Read the directions and write your sentences on a separate paper.

Read the sentences. Remember to write I and proper nouns with a capital letter. Decide which punctuation marks are needed. Remember to spell each word correctly and to leave a space between each word. Did you remember to set your paper up according to Bigfoot's directions? Check the PROPER NOUN/I LIST if you need extra help.

PROPER NOUN/I LIST: Hondas - Charles - Ford - Reno - Cub Scout - I - Ken - California - Rascal - Venus - Mars

1. their bikes are hondas

   ____

2. charles drove the ford to reno

   ____

3. when is the cub scout meeting

   ____

4. ken lives in california

   ____

5. why was the raccoon named rascal

   ____

6. those two planets are venus and mars

   ____

Building Writing Competency

PROPER NOUNS - STUDY PAGE

OBJECTIVE

Step by step, we will write I with a capital letter when it is used in place of a noun. We will learn to recognize and capitalize proper nouns.

STUDY IT

STUDY CHART

A word that names a person, place, or thing is called a noun.

(a) reading book (b) pizza (c) hero (d) team

When a noun names a special person, place, or thing, it is called a proper noun. A proper noun begins with a capital letter.

(a) Inside Out (book title) (b) Straw Hat (c) Superman (d) Raiders

We write I with a capital letter when it is used as a word. I is not a noun. It is used in place of a noun.

REVIEW IT

1. A word that names a person, place, or thing is called a ____.
2. When a noun names a special person, place, or thing, it is called a ______ noun.
3. A proper noun begins with a ______ letter.
4. We write I with a ______ letter when it is used as a word.
5. Inside Out, Straw Hat, Superman, and Raiders are all ______ nouns.

Building Writing Competency

PRACTICE PAGE

Page 32
Level 3
Series 4
Practice A

INFORMATION CAVE

We will write correct sentences using nouns and proper nouns. A noun names a person, place, or thing. A proper noun names special persons, places, or things. A proper noun begins with a capital letter. Be sure to use a question mark with the asking sentences in today's lesson.

EXTRA TIP: 1. *Do you like the football team?*
2. *The Raiders are a good team.*

PROPER NOUN/I LIST: Raiders - Inside Out - Superman - I

DIRECTIONS FOR 'TRY IT': Read the sentences below. Remember to begin a proper noun with a capital letter. Next use what you have learned about capitalizing and punctuation to write the sentences correctly.

Use the extra tip in the Information Cave if you have trouble getting started. After you finish the TRY IT sentences, the teacher will check your sentences (or put correct sentences on the board). YOU MAY NOT GO ON UNTIL YOUR TRY IT SENTENCES ARE CORRECT.

1. do you like the football team

____

2. the raiders are a good team

____

DIRECTIONS FOR 'WRITE IT': Read the sentences below and write them on your separate paper correctly, just as you did with the TRY IT sentences above.

3. the stories in the reading book are good

____

4. the name of the reading book is inside out

____

5. my hero is brave

____

6. is he superman

____

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

Page 33
Level 3
Series 4
Practice B

PROPER NOUNS - STUDY PAGE

OBJECTIVE

Step by step, we will write I with a capital letter when it is used in place of a noun. We will learn to recognize and capitalize proper nouns.

STUDY IT

STUDY CHART

A word that names a person, place, or thing is called a noun.

(a) school (b) ocean (c) river (d) person

When a noun names a special person, place, or thing, it is called a proper noun. A proper noun begins with a capital letter.

(a) Orchard (b) Pacific (c) American (d) Mrs. Wills

We write I with a capital letter when it is used as a word. I is not a noun. It is used in place of a noun.

Look at (d). Person is a noun. Mrs. Wills is a proper noun. We write Mrs. before a married woman's name. Mrs. is a title and it is written before a married woman's name.

REVIEW IT

1. A word that names a person, place, or thing is called a ____.
2. When a noun names a special person, place, or thing, it is called a ______ noun.
3. A proper noun begins with a ______ letter.
5. We write I with a ______ letter when it is used as a word.
6. Orchard, Pacific, American, and Mrs. Wills are all ______ nouns.
7. Mrs. is a ____ and it is written before a married woman's name.

Building Writing Competency

PRACTICE PAGE

INFORMATION CAVE

We will write correct sentences using nouns and proper nouns. A noun names a person, place, or thing. A proper noun names special persons, places, or things. A proper noun begins with a capital letter.

EXTRA TIP: 1. *That person works here.*
2. *Mrs. Wills is a nurse.*

PROPER NOUN/I LIST: Mrs. Wills - Pacific - Coloma - I

TRY IT

DIRECTIONS FOR 'TRY IT': Read the sentences below. Remember to begin a proper noun with a capital letter. Next use what you have learned about capitalizing and punctuation to write the sentences correctly.

Use the extra tip in the Information Cave if you have trouble getting started. After you finish the TRY IT sentences, the teacher will check your sentences (or put correct sentences on the board). YOU MAY NOT GO ON UNTIL YOUR TRY IT SENTENCES ARE CORRECT.

1. that person works here

____

2. mrs wills is a nurse

____

WRITE IT

DIRECTIONS FOR 'WRITE IT': Read the sentences below and write them on your separate paper correctly, just as you did with the TRY IT sentences above.

3. they sailed across the pacific

____

4. many kinds of fish live in the ocean

____

5. where did the miners work

____

6. gold was found near coloma

____

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

PROPER NOUNS AND TITLES - STUDY PAGE

OBJECTIVE

Step by step, we will write titles with proper nouns.

STUDY IT

STUDY CHART

Sometimes there is a word written before a grown-up's name. This word is called a title, and it begins with a capital letter.

Read these titles:

Ms. Mrs. Mr. Dr. Miss

These four titles end with a period:

Ms. Mrs. Mr. Dr.

Miss does not need a period.

These titles and names will be used in your sentences today:

Ms. Keene Mrs. Byrd Mrs. Jones Ms. Wolfe
Mrs. Walker Mrs. Fox Ms. Hansen

Titles and names are proper nouns. They name special persons.

REVIEW IT

1. The word that is written before a grown-up's name is called a _____.
2. Five titles we can use are Ms., Mrs., Mr., Dr., ____.
3. Ms., Mrs., Mr., and Dr. all end with a _____.
4. Miss does not need a _____.
5. Titles and names are _____ nouns. They name ______ persons.

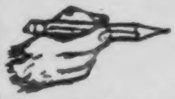
Building Writing Competency

PRACTICE PAGE

Page 36
Level 3
Series 4
Practice C

INFORMATION CAVE

A title often is written before a grown-up's name. Both the title and the name begin with a capital letter. Ms., Mrs., Mr., and Dr. end with a period. Miss does not need a period. Be sure to use question marks with the 4 asking sentences in today's lesson.



EXTRA TIP: 1. *Will Mr. Young sing?*

2. *Does Miss Berry play a flute?*

PROPER NOUN/I LIST: Mr. Young - Miss Berry - Mr. Wells - Dr. Tanner - Miss Foxe - Mr. Roberts - I

DIRECTIONS FOR 'TRY IT': Read the sentences below. Decide which words need to begin with a capital letter. On your separate paper, write the sentences with correct punctuation after a title and at the end of each sentence.

Use the extra tip in the Information Cave if you have trouble getting started. After you finish the TRY IT sentences, the teacher will check your sentences (or put correct sentences on the board). YOU MAY NOT GO ON UNTIL YOUR TRY IT SENTENCES ARE CORRECT.

1. will mr young sing

____

2. does miss berry play a flute

____

DIRECTIONS FOR 'WRITE IT': Read the sentences below and write them on your separate paper correctly, just as you did with the TRY IT sentences above.

3. did mr wells buy a boat

____

4. where is dr tanner

____

5. now miss foxe will check our work

____

6. i like mr roberts

____

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

PROPER NOUNS AND TITLES - STUDY PAGE

OBJECTIVE

Step by step, we will write titles with proper nouns.

STUDY IT

STUDY CHART

Sometimes there is a word written before a grown-up's name. This word is called a title, and it begins with a capital letter.

Read these titles:

Ms. Mrs. Mr. Dr. Miss

These four titles end with a period:

Ms. Mrs. Mr. Dr.

Miss does not need a period.

These titles and names will be used in your sentences today:

Mr. Wells Miss Berry Miss Foxe Dr. Tanner

Mr. Young Mr. Roberts

Titles and names are proper nouns. They name special persons.

REVIEW IT

1. The word that is written before a grown-up's name is called a title.
2. Five titles we can use are Ms., Mrs., ___, Dr., Miss.
3. Ms., Mrs., Mr., and Dr. all end with a period.
4. Miss does not need a _____.
5. Titles and names are _____ nouns. They name ______ persons.

Building Writing Competency

PRACTICE PAGE

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Level 3
Series 4
Practice D

INFORMATION CAVE

A title often is written before a grown-up's name. Both the title and the name begin with a capital letter. Ms., Mrs., Mr., and Dr. end with a period. Miss does not need a period. Be sure to use question marks with the 2 asking sentences in today's lesson.

EXTRA TIP: 1. *I gave it to Ms. Jones.*

2. *Where is Mrs. Hansen?*

PROPER NOUN/I LIST: Ms. Jones - Mrs. Hansen - Mrs. Keene - I - Mrs. Byrd - Ms. Wolfe - Mrs. Walker - Ms. Smith

DIRECTIONS FOR 'TRY IT': Read the sentences below. Decide which words need to begin with a capital letter. On your separate paper, write the sentences with correct punctuation after a title and at the end of each sentence.

Use the extra tip in the Information Cave if you have trouble getting started. After you finish the TRY IT sentences, the teacher will check your sentences (or put correct sentences on the board). YOU MAY NOT GO ON UNTIL YOUR TRY IT SENTENCES ARE CORRECT.

1. i gave it to ms jones

   ____

2. where is mrs hansen

   ____

DIRECTIONS FOR 'WRITE IT': Read the sentences below and write them on your separate paper correctly, just as you did with the TRY IT sentences above.

3. mrs keene sewed my jacket

   ____

4. did mrs byrd buy the house

   ____

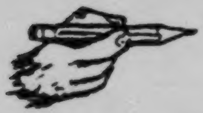
5. i help ms wolfe mix the paint

   ____

6. mrs walker and ms smith are friends

   ____

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.



'WRITE IT' CORRECTING BANK

1. Did you set up your separate paper correctly?
2. Did you spell each word correctly?
3. Did you leave a space between each word?
4. Did you begin a sentence with a capital letter and end it with the correct punctuation?
5. Did you write I or begin a proper noun with a capital letter?
6. Did you label the proper noun or proper nouns in each sentence?

PRACTICE A:

3. The stories in the reading book are good.
4. The name of the reading book is Inside Out.
5. My hero is brave.
6. Is he Superman?

PRACTICE B:

3. They sailed across the Pacific.
4. Many kinds of fish live in the ocean.
5 Where did the miners work?
6. Gold was found near Coloma.

PRACTICE C:

3. Did Mr. Wells buy a boat?
4. Where is Dr. Tanner?
5. Now Miss Foxe will check our work.
6. I like Mr. Roberts.

PRACTICE D:

3. Mrs. Keene sewed my jacket.
4. Did Mrs. Byrd buy the house?
5. I help Ms. Wolfe mix the paint.
6. Mrs. Walker and Ms. Smith are friends.

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

Page 40
Level 3
Series 4
Practice: Mastery Test

PROPER NOUNS AND TITLES

Read the directions and write your sentences on a separate paper.

We will write correct sentences using nouns and proper nouns. Remember to write I, proper nouns, and titles with a capital letter. Be sure to use a question mark to end the 4 asking sentences in today's lesson.

PROPER NOUN/I LIST: Superman - Mrs. Keene - Miss Berry - Pacific - Dr. Tanner - I

1. is he superman

   ____

2. today mrs keene sewed my jacket

   ____

3. does miss berry play a flute

   ____

4. they sailed across the pacific

   ____

5. where is dr tanner

   ____

6. where did the miners work

   ____

Building Writing Competency

Page 41
Level 3
Series 5
Practice A

CAPITALIZING NOUNS: PLACES - STUDY PAGE

OBJECTIVE

Step by step, we will learn to write the names of streets using a capital letter to begin the name of a street.

STUDY IT

STUDY CHART

Each street has its own name: Oak Street, A Street

Road, Boulevard, Circle, Court, Avenue, Lane, Way, or Drive can be used in place of the word Street.

Sanders Road	Elkhorn Boulevard	Friday Circle
Judy Court	Watt Avenue	Parke Lane
Milton Way	Greenhill Drive	Oak Street

When you write the name of a street, each word such as Street and Avenue also is capitalized.

Mack Road	Lincoln Way	A Street
Great Court	Whaler Avenue	

A word that names a person, place, or thing is called a noun.

(a) doctor (b) avenue (c) dog

When a noun names a special person, place, or thing, it is called a proper noun.

(a) Dr. Keene (b) Watt Avenue (c) Old Yeller

REVIEW IT

1. Road, Boulevard, Circle, Court, Avenue, Lane, Way, or Drive can be used in place of the word ______.
2. When you write the name of a street, each word such as Street and Avenue also is __________.
3. A word that names a person, place, or thing is called a ____.
4. When a noun names a special person, place, or thing, it is called a ______ noun.

Building Writing Competency

PRACTICE PAGE

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Level 3
Series 5
Practice A

INFORMATION CAVE

We will write proper nouns in sentences. A proper noun names a special person, place, or thing. Today we will write proper nouns that name persons, places, or things. When you write the name of a street, each word begins with a capital letter.

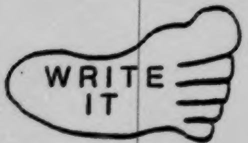
EXTRA TIP: we live on mack road jim lives on milton way

1. *We live on Mack Road.*
2. *Jim lives on Milton Way.*

DIRECTIONS FOR 'TRY IT': Read the sentences below and find the proper nouns. Use what you have learned about capitalizing and punctuating to write the sentences correctly on your separate paper. Remember to begin a proper noun with a capital letter.

Use the extra tip in the Information Cave if you have trouble getting started. After you finish the TRY IT sentences, the teacher will check your sentences (or put correct sentences on the board). YOU MAY NOT GO ON UNTIL YOUR TRY IT SENTENCES ARE CORRECT.

1. we live on mack road
2. jim lives on milton way



DIRECTIONS FOR 'WRITE IT': Read the sentences below and find the proper nouns. Use what you have learned about capitalizing and punctuating to write the sentences correctly on your separate paper. Remember to begin a proper noun with a capital letter.

3. the drug store is on elkhorn boulevard
4. come to the sale on parke lane Sunday
5. the show is on sanders road
6. the street is named madison avenue

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

Page 43
Level 3
Series 5
Practice B

CAPITALIZING NOUNS: PLACES - STUDY PAGE

OBJECTIVE

Step by step, we will learn to write the names of streets using a capital letter to begin the name of a street.

STUDY IT

STUDY CHART

Each street has its own name: Brett Street, West 4th Street. Road, Boulevard, Circle, Court, Avenue, Lane, Way, or Drive can be used in place of the word Street.

Crest Road
Lincoln Court
Oak Way
Mulberry Street
Lake Avenue
Hillside Drive
Sunset Boulevard
Melrose Drive
Pine Street

When you write the name of a street, each word such as Street and Avenue also is capitalized.

Mulberry Street
Railroad Avenue
Georgia Drive
Palm Court
Sacramento Boulevard
Lakeview Way

A word that names a person, place, or thing is called a noun.

(a) person (b) road (c) cat

When a noun names a special person, place, or thing, it is called a proper noun.

(a) Mr. Wise (b) Yellow Brick Road (c) Felix

REVIEW IT

1. Road, Boulevard, Circle, Court, Avenue, Lane, Way, or Drive can be used in place of the word ______.
2. When you write the name of a street, each word such as Street and Avenue also is __________.
3. A word that names a person, place, or thing is called a ____.
4. When a noun names a special person, place, or thing, it is called a ______ noun.

Building Writing Competency

PRACTICE PAGE

Page 44
Level 3
Series 5
Practice B

INFORMATION CAVE

We will write proper nouns in sentences. A proper noun names a special person, place, or thing. Today we will write proper nouns that name persons, places, or things. When you write the name of a street, each word begins with a capital letter.

EXTRA TIP: we skate on hillside drive
will jim move to palm court

1. *We skate on Hillside Drive.*
2. *Will Jim move to Palm Court?*

TRY IT

DIRECTIONS FOR 'TRY IT': Read the sentences below and find the proper nouns. Use what you have learned about capitalizing and punctuating to write the sentences correctly on your separate paper. Remember to begin a proper noun with a capital letter.

1. we skate on hillside drive
2. will jim move to palm court

WRITE IT

DIRECTIONS FOR 'WRITE IT': Read the sentences below and find the proper nouns. Use what you have learned about capitalizing and punctuating to write the sentences correctly on your separate paper. Remember to begin a proper noun with a capital letter.

3. what did you see on mulberry street
4. you can see the trains from railroad avenue
5. jill lives on the corner of lakeview way and georgia drive
6. is the post office on sacramento boulevard

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

CAPITALIZING NOUNS: PLACES - STUDY PAGE

OBJECTIVE

Step by step, we will learn to write the abbreviation of a street and the other names that stand for street.

STUDY IT

STUDY CHART

We learned that each street has its own name, such as Elm Street.
We also learned that the words below can be used in place of street.

Road, Boulevard, Circle, Court, Avenue, Lane, Way, Drive

Today we will learn the abbreviations for these words. An abbreviation is a short way to write a word.

Street	St.	Road	Rd.	Boulevard	Blvd.
Circle	Cir.	Court	Ct.	Avenue	Ave.
Lane	Ln.	Way	Wy.	Drive	Dr.

Because names of streets are proper nouns, we will begin each name with a capital letter. An abbreviation ends with a period.

Bell St.   Oro Rd.   Sutter Ave.   Windmill Ct.

REVIEW IT

1. Road, Boulevard, Circle, Court, Avenue, Lane, Way, or Drive can be used in place of _______.
2. We will learn the ______________ for these words.
3. An abbreviation is a _____ way to write a word.
4. Because names of streets are proper _____, we will begin each name with a capital letter.
5. An abbreviation ends with a _______.

Building Writing Competency

PRACTICE PAGE

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Level 3
Series 5
Practice C

INFORMATION CAVE

We will change the name of a street to an abbreviation. First, we will read the sentence and decide which words begin with a capital letter. Then, we will abbreviate the street name. Remember to use correct punctuation.

EXTRA TIP: ivan lives on jay street
the bus stops on canal avenue

1. Ivan lives on Jay St.
2. The bus stops on Canal Ave.

DIRECTIONS FOR 'TRY IT': Today we will change the street names to abbreviations. We can use the ABBREVIATION BANK to help write the abbreviations of street names correctly. Read the sentences. Decide which words need to begin with a capital letter. Decide which kinds of punctuation are needed. Remember to change the name of a street to its abbreviation.

ABBREVIATION BANK

Street	St.	Road	Rd.	Boulevard	Blvd.
Circle	Cir.	Court	Ct.	Avenue	Ave.
Lane	Ln.	Way	Wy.	Drive	Dr.

1. ivan lives on jay street

2. the bus stops on canal avenue

DIRECTIONS FOR 'WRITE IT': We will change the street names to abbreviations. We can use the ABBREVIATION BANK to help write the abbreviations of street names correctly. Read the sentences. Decide which words need to begin with a capital letter. Decide which kinds of punctuation are needed. Remember to change the name of a street to its abbreviation.

3. we moved to lake road

4. the stable is at the end of gibson way

5. the cycle shop is on drake boulevard

6. is hillsdale court near here

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

CAPITALIZING NOUNS: PLACES - STUDY PAGE

OBJECTIVE

Step by step, we will learn to write the abbreviation of a street and the other names that stand for street.

STUDY IT

STUDY CHART

We learned that each street has its own name, such as Elm Street.

We also learned that the words below can be used in place of street.

Road, Boulevard, Circle, Court, Avenue, Lane, Way, Drive

Today we will learn the abbreviations for these words. An abbreviation is a short way to write a word.

Street	St.	Road	Rd.	Boulevard	Blvd.
Circle	Cir.	Court	Ct.	Avenue	Ave.
Lane	Ln.	Way	Wy.	Drive	Dr.

Because names of streets are proper nouns, we will begin each name with a capital letter. An abbreviation ends with a period.

Arden Wy. Gold St. Blueberry Ln. Raley Blvd.
20th Ave. Maple Dr. Hoover Ct. Oxen Cir.

REVIEW IT

1. Road, Boulevard, Circle, Court, Avenue, Lane, Way, or Drive can be used in place of _____.
2. We will learn the ___________ for these words.
3. An abbreviation is a _____ way to write a word.
4. Because names of streets are proper _____, we will begin each name with a capital letter.
5. An abbreviation ends with a _____.

INFORMATION CAVE

We will change the name of a street to an abbreviation. First, we will read the sentence and decide which words begin with a capital letter. Then, we will abbreviate the street name. Remember to use correct punctuation.

EXTRA TIP: the library is on gold street
the bank is on hoover court

1. *The library is on Gold St.*
2. *The bank is on Hoover Ct.*

TRY IT

DIRECTIONS FOR 'TRY IT': Today we will change the street names to abbreviations. We can use the ABBREVIATION BANK to help write the abbreviations of street names correctly. Read the sentences. Decide which words need to begin with a capital letter. Decide which kinds of punctuation are needed. Remember to change the name of a street to its abbreviation.

ABBREVIATION BANK

Street	St.	Road	Rd.	Boulevard	Blvd.
Circle	Cir.	Court	Ct.	Avenue	Ave.
Lane	Ln.	Way	Wy.	Drive	Dr.

1. the library is on gold street

2. the bank is on hoover court

WRITE IT

DIRECTIONS FOR 'WRITE IT': We will change the street names to abbreviations. We can use the ABBREVIATION BANK to help write the abbreviations of street names correctly. Read the sentences. Decide which words need to begin with a capital letter. Decide which kinds of punctuation are needed. Remember to change the name of a street to its abbreviation.

3. the race began on arden way

4. my house is on 20th avenue

5. the horse ranch is on oxen circle

6. we took the freeway to raley boulevard

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

'WRITE IT' CORRECTING BANK

1. Did you set up your separate paper correctly?
2. Did you spell each word correctly?
3. Did you leave a space between each word?
4. Did you begin a sentence with a capital letter and end it with the correct punctuation?
5. Did you write I or begin a proper noun with a capital letter?

PRACTICE A:

3. The drug store is on Elkhorn Boulevard.
4. Come to the sale on Parke Lane Sunday.
5. The show is on Sanders Road.
6. The street is named Madison Avenue.

PRACTICE B:

3. What did you see on Mulberry Street?
4. You can see the trains from Railroad Avenue.
5. Jill lives on the corner of Lakeview Way and Georgia Drive.
6. Is the post office on Sacramento Boulevard?

PRACTICE C:

3. We moved to Lake Rd.
4. The stable is at the end of Gibson Wy.
5. The cycle shop is on Drake Blvd.
6. Is Hillsdale Ct. near here?

PRACTICE D:

3. The race began on Arden Wy.
4. My house is on 20th Ave.
5. The horse ranch is on Oxen Cir.
6. We took the freeway to Raley Blvd.

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

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Level 3
Series 5
Practice: Mastery Test

CAPITALIZING AND ABBREVIATING PROPER NOUNS - PLACES

- Read the directions above the sentences and write the sentences on your separate paper.
- Read each sentence. Decide which words need to begin with a capital letter and what kind of punctuation mark is needed.

Write a correct sentence using what you know about street names.

1. where is madison avenue
2. what did you see on mulberry street
3. we skate on hillside drive

Write a correct sentence using what you know about abbreviating street names.

4. the bus stops on canal avenue
5. we moved to lake road
6. the race began on arden way

CAPITALIZING AND PUNCTUATING DATES - STUDY PAGE

OBJECTIVE

Step by step, we will learn to write the names of the months and their abbreviations.

STUDY IT

STUDY CHART

We can write the names of the months and their abbreviations.

January	Jan.	February	Feb.	March	Mar.
April	Apr.	May	-	June	-
July	-	August	Aug.	September	Sept.
October	Oct.	November	Nov.	December	Dec.

The name of a month and its abbreviation begin with a capital letter because they are proper nouns. We end an abbreviation with a period.

We do not have an abbreviation for May, June, or July because their names are already short.

We usually do not write an abbreviation for a month in a sentence, but we can use an abbreviation when we write a date.

Baseball practice begins in March. Mar. 3

REVIEW IT

1. The name of a month and its abbreviation begin with a capital letter because they are ______ nouns.
2. We end an abbreviation with a ______.
3. We do not have an abbreviation for May, June, or ____.
4. We usually do ___ write an abbreviation for a month in a sentence, but we can use an abbreviation when we write a date.

Building Writing Competency

PRACTICE PAGE

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Level 3
Series 6
Practice A

INFORMATION CAVE

We will use what we already know about capitalization and punctuation to write correct sentences. We will use months in our sentences and abbreviations when we write dates. Remember to use commas.

EXTRA TIP: does it rain in july
1. *Does it rain in July?*

feb 6
2. *Feb. 6*

TRY IT

DIRECTIONS FOR 'TRY IT': Read the sentence or date. Decide which words should begin with a capital letter. What punctuation is needed?

1. does it rain in july
2. feb 6

WRITE IT

DIRECTIONS FOR 'WRITE IT': Read the sentences and dates below and write them on your separate paper correctly, just as you did with the TRY IT sentence and date above.

3. my cat had kittens on january 4
4. sept 23
5. we went to the fair in may
6. feb 2

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

Page 53
Level 3
Series 6
Practice B

CAPITALIZING AND PUNCTUATING DATES - STUDY PAGE

OBJECTIVE

Step by step, we will learn to write dates correctly.

STUDY IT

STUDY CHART

We can write the names of the days and their abbreviations.

Sunday	Sun.	Monday	Mon.	Tuesday	Tues.
Wednesday	Wed.	Thursday	Thurs.	Friday	Fri.
Saturday	Sat.				

The day of the week and its abbreviation begin with a capital letter because they are proper nouns. We end an abbreviation with a period.

We usually do not write an abbreviation for a day in a sentence, but we can use an abbreviation when we write a date. We use a comma between the abbreviation of a day and month.

Bill passed the test last Friday.   Fri., Jan. 12

We begin the name of a special day or holiday with a capital letter.

Valentine's Day   Christmas Eve   Halloween   Labor Day

REVIEW IT

1. The names of days and special days are proper _____.
2. They begin with a ______ letter.
3. The ___________ of a name of a day ends with a period.
4. We usually do ___ write an abbreviation for a day in a sentence, but we can use an abbreviation when we write a date.
5. We use a comma between the abbreviation of a day and _____.
6. We begin the name of a special day or _______ with a capital letter.

Building Writing Competency

PRACTICE PAGE

Page 54
Level 3
Series 6
Practice B

INFORMATION CAVE

We will use what we already know about capitalization and punctuation to write correct sentences. We will use days and special days in our sentences, and abbreviations when we write dates.

EXTRA TIP: which day is before sunday
thurs dec 25

1. *Which day is before Sunday?*
2. *Thurs., Dec. 25*

DIRECTIONS FOR 'TRY IT': Read the sentence and date. Decide which words should begin with a capital letter. What punctuation is needed?

1. which day is before sunday
2. thurs dec 25

DIRECTIONS FOR 'WRITE IT': Read the sentences and dates below and write them on your separate paper correctly, just as you did with the TRY IT sentence and date above.

3. we have a party on valentine's day
4. they went to the zoo on wednesday
5. sat aug 16
6. is thurs the abbreviation for tuesday

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

Page 55
Level 3
Series 6
Practice C

CAPITALIZING AND PUNCTUATING DATES - STUDY PAGE

OBJECTIVE

Step by step, we will learn to use the comma (,) when we write the day, month, date, and year together. We will learn to abbreviate these dates.

STUDY IT

STUDY CHART

We will learn to use the comma (,) when we write the day, month, date, and year together. We will see that we can write these dates as abbreviations also.

Day		Month	Date		Year	
Tuesday	,	April	19	,	1990	Tuesday, April 19, 1990
Tues.	,	Apr.	19	,	1990	Tues., Apr. 19, 1990

We use a comma between a day and a month.

Tuesday	,	April	19	,	1990	Tuesday, April 19, 1990
Tues.	,	Apr.	19	,	1990	Tues., Apr. 19, 1990

We use a comma between a date and a year.

		April	19	,	1990	April 19, 1990
		Apr.	19	,	1990	Apr. 19, 1990

Remember: When you write an abbreviation for a month or a day, it is written with a period at the end. You may have to use a comma, period, or question mark after an abbreviation to write a correct sentence.

REVIEW IT

1. We use a comma between a day and a _____.
2. We use a comma between a date and a _____.
3. We begin the name of a day or month with a ______ letter.

Building Writing Competency

PRACTICE PAGE

Page 56
Level 3
Series 6
Practice C

INFORMATION CAVE

We will write correct sentences using what we have learned about dates. We will also write dates using abbreviations.

EXTRA TIP:

the rocket was launched monday march 22 1982
1. *The rocket was launched Monday, March 22, 1982.*

it will return tuesday march 29
2. *It will return Tuesday, March 29.*

TRY IT

DIRECTIONS FOR 'TRY IT': Read the sentence or date. Decide which words should begin with a capital letter. What punctuation is needed?

1. the rocket was launched monday march 22 1982
2. it will return tuesday march 29

WRITE IT

DIRECTIONS FOR 'WRITE IT': Read the sentences and dates below and write them on your separate paper correctly, just as you did with the TRY IT sentences above.

3. abraham lincoln was born on february 12 1809
4. i was eight years old on friday july 6 1983
5. sun dec 25 1906
6. the bunnies were born on wednesday march 9

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

CAPITALIZING AND PUNCTUATING DATES - STUDY PAGE

OBJECTIVE

Step by step, we will learn to use the comma (,) when we write the day, month, date, and year together. We will learn to abbreviate these dates.

STUDY IT

STUDY CHART

We will learn to use the comma (,) when we write the day, month, date, and year together. We will see that we can write these dates as abbreviations also.

Day		Month	Date		Year	
Monday	,	April	1	,	1989	Monday, April 1, 1989
Mon.	,	Apr.	1	,	1989	Mon., Apr. 1, 1989

We use a comma between a day and a month.

Monday	⁁	April	1	⁁	1989	Monday, April 1, 1989
Mon.	⁁	Apr.	1	⁁	1989	Mon., Apr. 1, 1989

We use a comma between a date and a year.

April	1	⁁	1989	April 1, 1989
Apr.	1	⁁	1989	Apr. 1, 1989

Remember: When you write an abbreviation for a month or a day, it is written with a period at the end. You may have to use a comma, period, or question mark after an abbreviation to write a correct sentence.

REVIEW IT

1. We use a comma between a day and a _____.

2. We use a comma between a date and a _____.

3. We begin the name of a day or month with a ______ letter.

Building Writing Competency

PRACTICE PAGE

Page 58
Level 3
Series 6
Practice D

INFORMATION CAVE

We will write correct sentences using what we have learned about dates. We will also write dates using abbreviations.

EXTRA TIP:

1. the box came on monday july 11
   The box came on Monday, July 11.

2. we will open it tuesday august 1
   We will open it Tuesday, August 1.

DIRECTIONS FOR 'TRY IT': Read the sentences. Decide which words should begin with a capital letter. What punctuation is needed?

1. the box came on monday july 11

2. we will open it tuesday august 1

DIRECTIONS FOR 'WRITE IT': Read the sentences and dates below and write them on your separate paper correctly, just as you did with the TRY IT sentences above.

3. feb 8 1999

4. sam will be in sacramento on thursday march 3 1982

5 mon oct 3 1953

6. the spelling bee was on friday may 4 1985

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

'WRITE IT' CORRECTING BANK

PRACTICE A:

3. My cat had kittens on January 4.
4. Sept. 23
5. We went to the fair in May.
6. Feb. 2

PRACTICE B:

3. We have a party on Valentine's Day.
4. They went to the zoo on Wednesday.
5. Sat., Aug. 16
6. Is Thurs. the abbreviation for Tuesday?

PRACTICE C:

3. Abraham Lincoln was born on February 12, 1809.
4. I was eight years old on Friday, July 6, 1983.
5. Sun., Dec. 25, 1906
6. The bunnies were born on Wednesday, March 9.

PRACTICE D:

3. Feb. 8, 1999
4. Sam will be in Sacramento on Thursday, March 3, 1982.
5. Mon., Oct. 3, 1953
6. The spelling bee was on Friday, May 4, 1985.

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

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Level 3
Series 6
Practice: Mastery Test

CAPITALIZING AND PUNCTUATING PROPER NOUNS - DATES

Read the directions and write the sentences on your separate paper.

Read each sentence or date. Decide which words need to begin with a capital letter and what kinds of punctuation marks are needed. Write the sentences on your separate paper.

1. today is thursday sept 23
   (3 capitals, 1 comma, 2 periods)

2. abraham lincoln was born on february 12 1809
   (3 capitals, 1 comma, 1 period)

3. the spelling bee was on friday may 4 1985
   (3 capitals, 2 commas, 1 period)

4. sam will be in sacramento on thursday march 3 1982
   (4 capitals, 2 commas, 1 period)

SUBJECTS - STUDY PAGE

OBJECTIVE

Step by step, we will see and write one of the two parts of a sentence. We will learn the name of one of these parts.

STUDY IT

STUDY CHART

One part of a sentence is the which person or what thing part. Today we will use only the which person words of the which person or what thing part. Which person words name people. The which person/what thing sentence part is called the SUBJECT.

WHICH PERSON OR WHAT THING BANK
Jim
Uncle Pete

__________ plays soccer
Jim plays soccer. Uncle Pete plays soccer.

__________ drives a truck
Jim drives a truck. Uncle Pete drives a truck.

We can see that either which person word can be used to write these sentences correctly. As long as your sentence makes sense, it will be correct.

REVIEW IT

1. One part of a sentence is the ____ _____ or ____ _____ part.
2. Today we will use only the ____ _____ words of the which person or what thing part.
3. ____ _____ words name people.
4. The which person/what thing sentence part is called the ______.
5. We can see that _____ which person word can be used to write these sentences correctly.
6. As long as your sentence makes sense, it will be _____.

Building Writing Competency

PRACTICE PAGE

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Level 3
Series 7
Practice A

INFORMATION CAVE

We can choose a which person word from the WHICH PERSON OR WHAT THING BANK. Then we can use the which person word with other words to write a correct sentence. Like this:

WHICH PERSON OR WHAT THING BANK
Mr. Smith
Betty

__________ has a long beard.

EXTRA TIP: *1. Mr. Smith has a long beard.*

DIRECTIONS FOR 'TRY IT': Choose a word from the WHICH PERSON OR WHAT THING BANK and use it to write a correct sentence. Write the sentence on your separate paper.

WHICH PERSON OR WHAT THING BANK

Mr. Smith
Betty

1. __________ has a long beard

DIRECTIONS FOR 'WRITE IT': Read the sentences below and write them on your separate paper, just as you did with the TRY IT sentences above.

WHICH PERSON OR WHAT THING BANK
Jim Father
Jane We Mother

2. __________ bought a kite
3. __________ helped put the kite together
4. __________ likes kites, too
5. __________ flew the kite
6. __________ gave us more string

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

SUBJECTS - STUDY PAGE

OBJECTIVE

Step by step, we will see and write one of the two parts of a sentence. We will learn the name of one of these parts.

STUDY IT

STUDY CHART

One part of a sentence is the which person or what thing part. Today we will use only the which person words of the which person or what thing part. Which person words name people. The which person/what thing sentence part is called the SUBJECT.

WHICH PERSON OR WHAT THING BANK
Ms. Leen
Anne

________ writes books. Ms. Leen writes books.

________ plays a horn. Anne plays a horn.

In the first sentence, the which person part is Ms. Leen.
In the second sentence, the which person part is Anne.

We can see that either which person word can be used to write these sentences correctly. As long as your sentence makes sense, it will be correct.

REVIEW IT

1. One part of a sentence is the ____ _____ or ____ _____ part.
2. Today we will use only the ____ _____ words of the which person or what thing part.
3. ____ _____ words name people.
4. The which person/what thing sentence part is called the ______.
5. We can see that ______ which person word can be used to write these sentences correctly.
6. As long as your sentence makes sense, it will be _______.

INFORMATION CAVE

We can choose a which person word from the WHICH PERSON OR WHAT THING BANK. Then we can use the word with other words to write a correct sentence. Like this:

WHICH PERSON OR WHAT THING BANK
Mother
Tom

_________ gave us two apples.

EXTRA TIP: *1. Mother gave us two apples.*

DIRECTIONS FOR 'TRY IT': Choose a word from the WHICH PERSON OR WHAT THING BANK and use it to write a correct sentence. Write the sentence on your separate paper.

WHICH PERSON OR WHAT THING BANK
Mother
Tom

1. ____________ gave us two apples.

DIRECTIONS FOR 'WRITE IT': Read the sentences below and write them on your separate paper, just as you did with the TRY IT sentences above.

WHICH PERSON OR WHAT THING BANK
June We John
Everyone Bill

2. __________ plant a garden
3. __________ digs the ground
4. __________ pulls the weeds
5. __________ smooths the earth with a rake
6. __________ plants the seeds

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

SUBJECTS - STUDY PAGE

OBJECTIVE

Step by step, we will see and write one of the two parts of a sentence. We will learn the name of one of these parts.

STUDY IT

STUDY CHART

The subject of a sentence is the which person or what thing part. Today we will use only the which person words of the which person or what thing part. Which person words name people.

WHICH PERSON OR WHAT THING BANK
That lucky boy
The tall man

__________ painted the ceiling. The tall man painted the ceiling.

__________ has two dogs. That lucky boy has two dogs.

Sometimes more than one word can be used in the which person so we can say we choose a group of words for the which person part.

In the first sentence, the which person part is The tall man.

In the second sentence, the which person part is That lucky boy.

We can see that either which person word can be used to write these sentences correctly. As long as your sentence makes sense, it will be correct.

REVIEW IT

1. The subject of a sentence is the _____ ______ or ____ _____ part.
2. Today we will use only the _____ ______ words of the which person or what thing part.
3. ____ ______ words name people.
4. Sometimes more than one word can be used in the which person so we can say we choose a group of words for the _____ ______ part.

Building Writing Competency

PRACTICE PAGE

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Level 3
Series 7
Practice C

INFORMATION CAVE

We can choose a group of words from the WHICH PERSON OR WHAT THING BANK. Then we can use the group of words with other words to write a correct sentence. Like this:

WHICH PERSON OR WHAT THING BANK
The men
The two girls

_____________ play baseball.

EXTRA TIP: 1. *The two girls play baseball.*

DIRECTIONS FOR 'TRY IT': Choose a group of words from the WHICH PERSON OR WHAT THING BANK. You may use any group of words that make sense. Write the sentence.

WHICH PERSON OR WHAT THING BANK
The men
The two girls

1. ___________ play baseball.

DIRECTIONS FOR 'WRITE IT': Read the sentences below and write them on your separate paper, just as you did with the TRY IT sentences above.

WHICH PERSON OR WHAT THING BANK
The lonely boy
My cousin Jean
The sleeping man
My older sister
That tall girl

2. _______________ called me yesterday
3. _______________ needs a friend
4. _______________ put the book on the shelf
5. _______________ did not hear me
6. _______________ gave me her ring

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

Page 67
Level 3
Series 7
Practice D

SUBJECTS - STUDY PAGE

OBJECTIVE

Step by step, we will see and write one of the two parts of a sentence. We will learn the name of one of these parts.

STUDY IT

STUDY CHART

The subject of a sentence is the which person or what thing part. Today we will use only the which person words of the which person or what thing part. Which person words name people.

WHICH PERSON OR WHAT THING BANK
Jill
The happy boy

_______________ has the jump rope. Jill has the jump rope.
_______________ got his prize. The happy boy got his prize.

In the first sentence, the which person part is Jill.

In the second sentence, the which person part is The happy boy.

We now know that the which person part can be one word or a group of words.

REVIEW IT

1. The subject of a sentence is the _____ ______ or ____ _____ part.
2. Today we will use only the _____ ______ words of the which person or what thing part.
3. _____ ______ words name people.
4. We now know that the which person part can be _____ word or a _____ of words.

Building Writing Competency

PRACTICE PAGE

Page 68
Level 3
Series 7
Practice D

INFORMATION CAVE

We can choose a group of words from the WHICH PERSON OR WHAT THING BANK. Then we can use the group of words with other words to write a correct sentence. Like this:

WHICH PERSON OR WHAT THING BANK
James
His big sister

_____________ played by himself.

EXTRA TIP: 1. *James played by himself.*

DIRECTIONS FOR 'TRY IT': Choose a word or group of words from the WHICH PERSON OR WHAT THING BANK. You may use any words that make sense. Write the sentence. Use each word or group of words only once.

WHICH PERSON OR WHAT THING BANK
James
His big sister

1. ___________ played by himself.

DIRECTIONS FOR 'WRITE IT': Read the sentences below and write them on your separate paper, just as you did with the TRY IT sentences above.

WHICH PERSON OR WHAT THING BANK
That friendly man
the little girl
Three boys
Mary
Bob

2. Did ______________ like the red ball
3. ______________ is my dad
4. ______________ climbed over the fence
5. ______________ has a new ring
6. ______________ likes to jog

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

'WRITE IT' CORRECTING BANK

PRACTICE A: POSSIBLE ANSWERS. SENTENCES WILL BE CORRECT AS LONG AS THEY MAKE SENSE.

2. Jim bought a kite.
3. Father helped put the kite together.
4. Jane likes kites, too.
5. We flew the kite.
6. Mother gave us more string.

PRACTICE B: POSSIBLE ANSWERS. SENTENCES WILL BE CORRECT AS LONG AS THEY MAKE SENSE.

2. We plant a garden.
3. John digs the ground.
4. June pulls the weeds.
5. Bill smooths the earth with a rake.
6. Everyone plants the seeds.

PRACTICE C: POSSIBLE ANSWERS. SENTENCES WILL BE CORRECT AS LONG AS THEY MAKE SENSE.

2. My older sister called me yesterday.
3. The lonely boy needs a friend.
4. That tall girl put the book on the shelf.
5. The sleeping man did not hear me.
6. My cousin Jean gave me her ring.

PRACTICE D: POSSIBLE ANSWERS. SENTENCES WILL BE CORRECT AS LONG AS THEY MAKE SENSE.

2. Did the little girl like the red ball?
3. That friendly man is my dad.
4. Three boys climbed over the fence.
5. Mary has a new ring.
6. Bob likes to jog.

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

Page 70
Level 3
Series 7
Practice: Mastery Test

SUBJECTS - WHICH PERSON

Read the directions and write your sentences on your separate paper.

Choose a word or a group of words from the WHICH PERSON OR WHAT THING BANK to complete sentences 1-5. Read the sentence and choose the word or group of words that makes sense. Write your sentences on a separate paper. Use each word or group of words only once.

WHICH PERSON OR WHAT THING BANK

Mary
Three boys
The sleeping man
We
Bill

1. ______________ plant a garden
2. ______________ smooths the earth with a rake
3. ______________ did not hear me
4. ______________ climbed over the fence
5. ______________ has a new ring

Building Writing Competency

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Level 3
Series 8
Practice A

SUBJECTS - STUDY PAGE

OBJECTIVE

Step by step, we will see and write one of the two parts of a sentence. We will learn the names of both of these parts.

STUDY IT

STUDY CHART

The subject of a sentence is the which person or what thing part. Today we will use Bigfoot's directions to write what thing words. We can choose a word or group of words to write a what thing part. What thing words name things. (Animals are what thing words.)

WHICH PERSON OR WHAT THING BANK
The mountain
The hot stove
Six ducks

______________ is covered with snow.

______________ swam in the lake.

______________ makes the cabin warm.

REVIEW IT

1. The subject of a sentence is the ____ _____ or ____ _____ part.
2. Today we will use Bigfoot's directions to write ____ _____ words.
3. We can choose a word or group of words to write a ____ _____ part.
4. What thing words name _____.
5. In the sentence The mountain is covered with snow the what thing part of the sentence is ___ ________.
6. In the sentence Six ducks swam in the lake the ____ _____ part of the sentence is Six ducks.
7. In the sentence The hot stove makes the cabin warm the what thing part of the sentence is ___ ___ _____.

Building Writing Competency

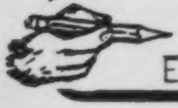
PRACTICE PAGE

Page 72
Level 3
Series 8
Practice A

INFORMATION CAVE

We can choose a what thing part from the WHICH PERSON OR WHAT THING BANK. Then we can use the what thing part with other words to write a correct sentence. Like this:

WHICH PERSON OR WHAT THING BANK
The lion
The pencil
The store



_______________ eats the food

EXTRA TIP: *1. The lion eats the food.*

DIRECTIONS FOR 'TRY IT': Choose a word or group of words from the WHICH PERSON OR WHAT THING BANK and use it to write a correct sentence. Write the sentence on your separate paper.

WHICH PERSON OR WHAT THING BANK
The lion
The pencil
The store

1. _______________ eats the food

DIRECTIONS FOR 'WRITE IT': Read the sentences below and write them on your separate paper correctly, just as you did with the TRY IT sentences above.

WHICH PERSON OR WHAT THING BANK
The clock   The pencil   Our flag
My desk   One book

2. _______________ was broken
3. _______________ is on the wall
4. _______________ is for math
5. _______________ was clean
6. _______________ is red, white, and blue

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

SUBJECTS - STUDY PAGE

OBJECTIVE

Step by step, we will see and write one of the two parts of a sentence. We will learn the names of both of these parts.

STUDY IT

STUDY CHART

The subject of a sentence is the which person or what thing part. Today we will use Bigfoot's directions to write what thing words. We can choose a word or group of words to write a what thing part. What thing words name things. (Animals are what thing words.)

WHICH PERSON OR WHAT THING BANK
The dog
School

______________ ran fast.

______________ starts at 8:15.

REVIEW IT

1. One part of a sentence is the _____ _____ or _____ _____ part.
2. Today we will use Bigfoot's directions to write _____ _____ words.
3. We can choose a word or group of words to write a _____ _____ part.
4. What thing words name _____.
5. In the sentence The dog ran fast the what thing part of the sentence is ___ ___.
6. In the sentence School starts at 8:15 the _____ _____ part of the sentence is School.

INFORMATION CAVE

We can choose a what thing part from the WHICH PERSON OR WHAT THING BANK. Then we can use the what thing part with other words to write a correct sentence. Like this:

WHICH PERSON OR WHAT THING BANK
The cat
The leg
That moon

______ walked over the hill.

EXTRA TIP: 1. *The cat walked over the hill.*

DIRECTIONS FOR 'TRY IT': Choose a what thing part from the WHICH PERSON OR WHAT THING BANK and use it to write a correct sentence. Write the sentence on your separate paper.

WHICH PERSON OR WHAT THING BANK
The cat
The leg
That moon

1. ______________ walked over the hill.

DIRECTIONS FOR 'WRITE IT': Read the sentences below and write them on your separate paper correctly, just as you did with the TRY IT sentences above.

WHICH PERSON OR WHAT THING BANK
The dog The book the wind
The day The ground

2. ______________ was tired and cold
3. ______________ was read many times
4. ______________ passed quickly
5. Did ______________ blow the door closed
6. ______________ was wet from the rain

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

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Level 3
Series 8
Practice C

SUBJECTS - STUDY PAGE

OBJECTIVE

Step by step, we will see and write one of the two parts of a sentence. We will learn the names of both of these parts.

STUDY IT

STUDY CHART

Using Bigfoot's directions we can choose which person words and what thing words to write the which person or what thing part of a sentence correctly. Which person words name people. What thing words name things.

WHICH PERSON OR WHAT THING BANK
Jane Parrots

__________ ran to the park. (Jane names which person.)

__________ are green. (Parrots name what things.)

Notice that after each sentence we rewrite the subject and add whether it names which person or what thing.

REVIEW IT

1. One part of a sentence is the _____ ______ or what thing part
2. _____ ______ words name people.
3. What thing words name _____.
4. In the sentence Jane ran to the park the _____ ______ part of the sentence is Jane.
5. In the sentence Parrots are green the what thing part of the sentence is _______.
6. Notice that after each sentence we rewrite the subject and add whether it names _____ ______ or ____ _____.

Building Writing Competency

PRACTICE PAGE

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Level 3
Series 8
Practice C

INFORMATION CAVE

We can choose a word or group of words from a WHICH PERSON OR WHAT THING BANK. Then we can use the word or group of words from the WHICH PERSON OR WHAT THING BANK to write a correct sentence. After each sentence, we can rewrite the subject and add whether it names which person or what thing.

WHICH PERSON OR WHAT THING BANK	
Ben	The wind
A girl	The dog

________ blows the leaves around (________ names __________.)

EXTRA TIP: *1. The wind blows the leaves around. (The wind names what thing.)*

TRY IT

DIRECTIONS FOR 'TRY IT': Read the sentence. Choose a which person or what thing word or group of words that makes sense to use with the sentence below. Write your sentence on your separate paper. After each sentence, rewrite the subject and add whether it names which person or what thing.

WHICH PERSON OR WHAT THING BANK	
Ben	The wind
A girl	The dog

1. __________ blows the leaves around (________ names __________.)

WRITE IT

DIRECTIONS FOR 'WRITE IT': Read the sentences below and write them on your separate paper correctly, just as you did with the TRY IT sentences above.

WHICH PERSON OR WHAT THING BANK	
Dad	The ball
Mr. Campbell	The baby chicks
	The baseball bat

2. what thing rolled away (________ names __________)
3. which person came home early (___ names ____________)
4. what things are tiny (_______________ name ___________)
5. which person is here (___________ names ____________)
6. what thing is cracked (_______________ names __________)

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

SUBJECTS - STUDY PAGE

OBJECTIVE

Step by step, we will see and write one of the two parts of a sentence. We will learn the names of both of these parts.

STUDY IT

STUDY CHART

Using Bigfoot's directions we can choose which person words and what thing words to write the which person or what thing part of a sentence correctly. Which person words name people. What thing words name things. After each sentence, we can rewrite the subject and add whether it names which person or what thing.

WHICH PERSON OR WHAT THING BANK
Jim The taco

________________ ate a pickle. (Jim names which person.)

________________ was good. (The taco names what thing.)

REVIEW IT

1. One part of a sentence is the which person or ____ _____ part.
2. Which person words name ______.
3. ____ _____ words name things.
4. In the sentence Jim ate a pickle the which person part of the sentence is ___.
5. In the sentence The taco was good the ____ _____ part of the sentence is The taco.

INFORMATION CAVE

We can choose a word or group of words from a WHICH PERSON OR WHAT THING BANK. Then we can use the word or group of words from the WHICH PERSON OR WHAT THING BANK to write a correct sentence. After each sentence, we can rewrite the subject and add whether it names which person or what thing.

WHICH PERSON OR WHAT THING BANK	
The teacher	The building

__________ gave us a test (__________ names __________.)

EXTRA TIP: *1. The teacher gave us a test. (The teacher names which person.)*

DIRECTIONS FOR 'TRY IT': Read the sentence. Choose a which person or what thing word or group of words that makes sense to use with the sentence below. Write your sentence on your separate paper. After each sentence, rewrite the subject and add whether it names which person or what thing.

WHICH PERSON OR WHAT THING BANK	
The teacher	The building

1. __________ gave us a test (__________ names __________.)

DIRECTIONS FOR 'WRITE IT': Read the sentences below and write them on your separate paper correctly, just as you did with the TRY IT sentences above.

WHICH PERSON OR WHAT THING BANK	
	The tree
Our neighbor	The water
Jill	The dish

2. Is what thing clean (________ names ________)
3. what thing lost its leaves (________ names ________)
4. what thing is cold (________ names ________)
5. which person climbs that tree (____ names ________)
6. which person mows his grass (________ names ________)

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

'WRITE IT' CORRECTING BANK

PRACTICE A: POSSIBLE ANSWERS. SENTENCES WILL BE CORRECT AS LONG AS THEY MAKE SENSE.

2. The pencil was broken.
3. The clock is on the wall.
4. One book is for math.
5. My desk was clean.
6. Our flag is red, white, and blue.

PRACTICE B:

2. The dog was tired and cold.
3. The book was read many times.
4. The day passed quickly.
5. Did the wind blow the door closed?
6. The ground was wet from the rain.

PRACTICE C:

2. The ball rolled away. (The ball names what thing.)
3. Dad came home early. (Dad names which person.)
4. The baby chicks are tiny. (The baby chicks name what things.)
5. Mr. Campbell is here. (Mr. Campbell names which person.)
6. The baseball bat is cracked. (The baseball bat names what thing.)

PRACTICE D:

2. Is the dish clean? (The dish names what thing.)
3. The tree lost its leaves. (The tree names what thing.)
4. The water is cold. (The water names what thing.)
5. Jill climbs that tree. (Jill names which person.)
6. Our neighbor mows his grass. (Our neighbor names which person.)

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

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Level 3
Series 8
Practice: Mastery Test

SUBJECTS - WHICH PERSON
OR WHAT THING

- Read the directions and write your sentences on your separate paper.

- Choose a word or group of words from the WHICH PERSON OR WHAT THING BANK to use with the sentences below. Write your sentences on your separate paper. Use any word or group of words that makes sense, but use each only once. After each sentence, rewrite the subject and add whether it names which person or what thing.

WHICH PERSON OR WHAT THING BANK	
Dad	The baby chicks
Our neighbor	The tree
The brothers	the wind

1. Did ___ ____ blow the door closed (________ names __________)
2. ___ came home early (___ names ____________)
3. ___ ____ ______ are tiny (_______________ name ._________s)
4. ___ ________ mows his grass (____________ names ____________)
5. ___ ________ played ball (____________ name ____________s)
6. ___ ____ lost its leaves (________ names __________)

PREDICATES - STUDY PAGE

OBJECTIVE

Step by step, we have learned to choose and write WHICH PERSON and WHAT THING PARTS of a sentence. We will learn that the other sentence part often can be called the DOES WHAT PART.

STUDY IT

STUDY CHART

A telling sentence has two parts. One part, the subject, names which person or what thing. The other part, the predicate, tells what the subject DOES. In these lessons, we will call the predicate the DOES WHAT PART.

DOES WHAT BANK (tells what the Which Person/What Thing does)

makes good pies - climbs the tree

My mother ____________________. My mother makes good pies.
(which person)

The raccoon____________________. The raccoon climbs the tree.
(what thing)

You can see that the WHICH PERSON/WHAT THING PART names a person or thing.

The DOES WHAT PART tells what the which person or what thing DOES.

Which person words name people. What thing words name things.

REVIEW IT

1. A telling sentence has ___ parts.
2. One part, the subject, names _____ ______ or ____ _____.
3. The other part, the predicate, tells what the subject ____.
4. The DOES WHAT part tells what the WHICH PERSON OR WHAT THING ____.
5. My mother...... is the _____ ______ part.
6. .... makes good pies tells what the which person ____.
7. The raccoon.... is the ____ _____ part.
8. .... climbs the tree tells what the what thing ____.

Building Writing Competency

PRACTICE PAGE

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Level 3
Series 9
Practice A

INFORMATION CAVE

We can use Bigfoot's directions to choose DOES WHAT words to go with which person or what thing words.

DOES WHAT BANK
chews a bone - does her math

1. Mary ______________________________.
(which person) (does what)

2. Benjie ______________________________.
(what thing) (does what)

EXTRA TIP: 1. *Mary does her math.* 2. *Benjie chews a bone.*

DIRECTIONS FOR 'TRY IT': Look at the directions Bigfoot has written under the blank in sentences number 1 and 2 below. Find words in the DOES WHAT BANK to match Bigfoot's directions. Then write the correct sentences on your separate paper.

DOES WHAT BANK
chews a bone - does her math

1. Mary ______________________________.
(which person) (does what)

2. Benjie ______________________________.
(what thing) (does what)

DIRECTIONS FOR 'WRITE IT': Read the sentences below and write them on your separate paper correctly, just as you did with the TRY IT sentences above.

DOES WHAT BANK
plays on the bars - sleeps in the chair - play softball
flies in outer space

3. The old cat ______________________________
4. The little girl ______________________________
5. The space ship ______________________________
6. The nine girls ______________________________

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

PREDICATES - STUDY PAGE

OBJECTIVE

Step by step, we have learned to choose and write WHICH PERSON and WHAT THING PARTS of a sentence. We will learn that the other sentence part often can be called the DOES WHAT PART.

STUDY IT

STUDY CHART

A telling sentence has two parts. One part, the subject, names which person or what thing. The other part, the predicate, tells what the subject DOES. We are calling the predicate the DOES WHAT PART.

DOES WHAT BANK (tells what the Which Person/What Thing does)

put out fires - needs to be fixed

The firemen ________________. The firemen put out fires.
(which person)

That building ______________. That building needs to be fixed.
(what thing)

You can see that the WHICH PERSON/WHAT THING PART names a person or thing.

The DOES WHAT PART tells what the which person or what thing DOES.

Which person words name people. What thing words name things.

REVIEW IT

1. A telling sentence has ____ parts.
2. One part, the subject, names _____ ______ or ____ _____.
3. The other part, the predicate, tells what the subject _____.
4. The DOES WHAT part tells what the WHICH PERSON OR WHAT THING ____.
5. The firemen ... is the _____ ______ part.
6. ... put out fires tells what the which person ____.
7. That building .... is the ____ _____ part.
8. ..... needs to be fixed tells what the ____ _____ DOES.

Building Writing Competency

PRACTICE PAGE

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Series 9
Practice B

INFORMATION CAVE

We can use Bigfoot's directions to choose DOES WHAT words to go with which person or what thing words.

DOES WHAT BANK
barks at the cat - writes to Ann

1. Sally ______________________.
(which person) (does what)

2. The dog ______________________.
(what thing) (does what)

EXTRA TIP: 1. *Sally writes to Ann.* 2. *The dog barks at the cat.*

DIRECTIONS FOR 'TRY IT': Look at the directions Bigfoot has written under the blank in sentences number 1 and 2 below. Find words in the DOES WHAT BANK to match Bigfoot's directions. Then write the correct sentences on your separate paper.

DOES WHAT BANK
barks at the cat - writes to Ann

1. Sally ______________________.
(which person) (does what)

2. The dog ______________________.
(what thing) (does what)

DIRECTIONS FOR 'WRITE IT': Read the sentences below and write them on your separate paper correctly, just as you did with the TRY IT sentences above.

DOES WHAT BANK
stays in a den - swing from tree to tree - live on boats
drinks from a cup

3. The lion cub ______________________
4. My baby sister ______________________
5. Monkeys ______________________
6. Some people ______________________

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

PREDICATES - STUDY PAGE

OBJECTIVE

Step by step, we have learned to choose and write WHICH PERSON and WHAT THING PARTS of a sentence. We will learn that the other sentence part often can be called the DOES WHAT PART.

STUDY IT

STUDY CHART

A telling sentence has two parts. One part, the subject, names which person or what thing. The other part, the predicate, tells what the subject DOES. We are calling the predicate the DOES WHAT PART.

DOES WHAT BANK (tells what the Which Person/What Thing does)
race to school - rings for recess

Bill and I ________________. Bill and I race to school.
(which person)

The bell ____________________. The bell rings for recess.
(what thing)

You can see that the WHICH PERSON/WHAT THING PART names a person or thing.

The DOES WHAT PART tells what the which person or what thing DOES.

Which person words name people. What thing words name things.

REVIEW IT

1. A telling sentence has ____ parts.
2. One part, the subject, names _____ ______ or ____ _____.
3. The other part, the predicate, tells what the subject ______.
4. The WHICH PERSON or WHAT THING part names a ______ or a _____.
5. The DOES WHAT part tells what the WHICH PERSON OR WHAT THING ____.
6. Bill and I ... is the _____ ______ part.
7. ..... race to school is the ____ _____ part.
8. The bell .... is the ____ _____ part.
9. .... rings for recess is the ____ _____ part.

Building Writing Competency

PRACTICE PAGE

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Level 3
Series 9
Practice C

INFORMATION CAVE

We can use Bigfoot's directions to choose DOES WHAT words to go with which person or what thing words.

DOES WHAT BANK
helps us with math - glides over the field

1. Mr. Smith ______________________.
(which person) (does what)

2. The hawk ______________________.
(what thing) (does what)

EXTRA TIP: 1. *Mr. Smith helps us with math.* 2. *The hawk glides over the field.*

DIRECTIONS FOR 'TRY IT': Look at the directions Bigfoot has written under the blank in sentences number 1 and 2 below. Find words in the DOES WHAT BANK to match Bigfoot's directions. Then write the correct sentences on your separate paper.

DOES WHAT BANK
helps us with math - glides over the field

1. Mr. Smith ______________________.
(which person) (does what)

2. The hawk ______________________.
(what thing) (does what)

DIRECTIONS FOR 'WRITE IT': Read the sentences below and write them on your separate paper correctly, just as you did with the TRY IT sentences above.

DOES WHAT BANK
tastes so good - plays at night - works in the drug store
takes care of his sister

3. The opossum ____________________
4. My dad ____________________
5. The ice cream ____________________
6. Bob ____________________

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

PREDICATES - STUDY PAGE

OBJECTIVE

Step by step, we have learned to choose and write WHICH PERSON and WHAT THING PARTS of a sentence. We will learn that the other sentence part often can be called the DOES WHAT PART.

STUDY IT

STUDY CHART

A telling sentence has two parts. One part, the subject, names which person or what thing. The other part, the predicate, tells what the subject DOES. We are calling the predicate the DOES WHAT PART.

DOES WHAT BANK (tells what the Which Person/What Thing does)
sweeps the floor - lives under a rock

Bob ________________. Bob sweeps the floor.
(which person) (does what)

The snail ________________. The snail lives under a rock.
(what thing) (does what)

You can see that the WHICH PERSON/WHAT THING PART names a person or thing.

The DOES WHAT PART tells what the which person or what thing DOES.

Which person words name people. What thing words name things.

REVIEW IT

1. A telling sentence has _____ parts.
2. One part, the subject, names ____ ______ or ____ _____.
3. The other part, the predicate, tells what the subject ____.
4. The WHICH PERSON or WHAT THING part names a ______ or _____.
5. The DOES WHAT part tells what the WHICH PERSON or WHAT THING ____.
6. Bob ... is the _____ ______ part.
7. ..... sweeps the floor is the ____ ____ part.
8. The snail .... is the ____ _____ part.
9. .... lives under a rock is the ____ ____ part.

Building Writing Competency

PRACTICE PAGE

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Series 9
Practice D

INFORMATION CAVE

We can use Bigfoot's directions to choose DOES WHAT words to go with which person or what thing words.

DOES WHAT BANK
sells hamburgers - builds its nest with mud

1. My older sister ____________.
(which person) (does what)

2. The wasp ________________.
(what thing) (does what)

EXTRA TIP: 1. *My older sister sells hamburgers.* 2. *The wasp builds its nest with mud.*

DIRECTIONS FOR 'TRY IT': Look at the directions Bigfoot has written under the blank in sentences number 1 and 2 below. Find words in the DOES WHAT BANK to match Bigfoot's directions. Then write the correct sentences on your separate paper.

DOES WHAT BANK
sells hamburgers - builds its nest with mud

1. My older sister ______________.
(which person) (does what)

2. The wasp __________________.
(what thing) (does what)

DIRECTIONS FOR 'WRITE IT': Read the sentences below and write them on your separate paper correctly, just as you did with the TRY IT sentences above.

DOES WHAT BANK
feeds her - sleeps in a crib - stays on the shelf - loves her

3. The tiny baby ______________
4. Polly ____________________
5. Our family _________________
6. The toy bear _______________

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

'WRITE IT' CORRECTING BANK

PRACTICE A: POSSIBLE ANSWERS. SENTENCES WILL BE CORRECT AS LONG AS THEY MAKE SENSE.

3. The old cat sleeps in the chair.
4. The little girl plays on the bars.
5. The space ship flies in outer space.
6. The nine girls play softball.

PRACTICE B: POSSIBLE ANSWERS. SENTENCES WILL BE CORRECT AS LONG AS THEY MAKE SENSE.

3. The lion cub stays in a den.
4. My baby sister drinks from a cup.
5. Monkeys swing from tree to tree.
6. Some people live on boats.

PRACTICE C: POSSIBLE ANSWERS. SENTENCES WILL BE CORRECT AS LONG AS THEY MAKE SENSE.

3. The opossum plays at night.
4. My dad works in the drug store.
5. The ice cream tastes so good.
6. Bob takes care of his sister.

PRACTICE D: POSSIBLE ANSWERS. SENTENCES WILL BE CORRECT AS LONG AS THEY MAKE SENSE.

3. The tiny baby sleeps in a crib.
4. Polly feeds her.
5. Our family loves her.
6. The toy bear stays on the shelf.

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

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Level 3
Series 9
Practice: Mastery Test

PREDICATES

Read the directions and write your sentences on your separate paper.

Choose a group of words from the DOES WHAT BANK to complete sentences 1-5 below. Read the sentences and choose the group of words that make sense. Write your sentences on a separate paper. Use each group of words only once.

DOES WHAT BANK

sleeps in a crib - tastes so good - does her math

barks at the cat - glides over the field

1. Mary ______________________________
2. The dog ____________________________
3. The hawk ___________________________
4. The ice cream _______________________
5. The tiny baby _______________________

PREDICATES - STUDY PAGE

OBJECTIVE

Step by step, we will write SENTENCE PARTS. We will write sentences using the sentence part that tells what the subject DOES, the PREDICATE.

STUDY IT

STUDY CHART

REMEMBER: A telling sentence has two parts. First we studied the part of the sentence that tells which person or what thing, the subject. Then we studied the predicate part of the sentence, the part that tells what the subject DOES.

Shelly throws the ball. ...throws the ball tells what Shelly DOES.

The dog barks every night. ...barks every night tells what the dog DOES.

The part of the sentence that tells what the subject DOES is called the predicate.

SUBJECT	PREDICATE
Shelly	throws the ball.
The dog	barks every night.

DOES predicates often show action: throws - barks

REVIEW IT

1. A telling sentence has _____ _______.
2. First we studied the part that tells which ______ or what _____, the _________.
3. Then we studied the predicate part of the sentence, the part that tells what the subject _____.
4. In the sentence Shelly throws the ball, throws the ball tells what Shelly _____.
5. In the sentence The dog barks every night, barks every night tells what the dog ______.
6. The part of the sentence that tells what the subject DOES is called the _________.
7. Name the predicate from these sentences:
The fireman washes the truck. (_______tells what the fireman DOES)
Joe cooks tacos. (_______tells what Joe DOES)

Building Writing Competency

PRACTICE PAGE

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Series 10
Practice A

INFORMATION CAVE

We can choose predicates from a PREDICATE LIST and use them with subjects to write correct sentences. After each sentence, we can rewrite the predicate and write what the predicate tells. Like this:

PREDICATE LIST: hits the ball - runs in races

John ____ ___ ____. (___ ___ ____ tells what John DOES)

The boy ____ __ _____. (___ ___ ____ tells what The boy DOES)

EXTRA TIP: 1. *John hits the ball.* (*hits the ball tells what John DOES*)
2. *The boy runs in races.* (*runs in races tells what the boy DOES*)

DIRECTIONS FOR 'TRY IT': Choose a predicate from the PREDICATE LIST below to use in a sentence with the subjects in 1 and 2. Use each predicate once. After each sentence, rewrite the predicate and write what the predicate tells.

PREDICATE LIST: hits the ball - runs in races

1. John ____ ___ ____. (____ ___ ____ tells what John DOES)
2. The boy ____ __ _____. (____ ___ ____ tells what The boy DOES)

DIRECTIONS FOR 'WRITE IT': Read the sentences below and write them on your separate paper, just as you did with the TRY IT sentences above.

PREDICATE LIST: washes the dishes - dries the dishes -
bends in the wind - makes the beds

3. My sister ______ ___ _______. (____ __ _____ tells what My sister DOES)
4. My brother ______ __ _______. (____ __ _____ tells what My brother DOES
5. The tree _____ _ ___ ________. (____ _ __ ____ tells what The tree DOES)
6. Mom ______ ____ ___________. (_____ ___ ____ tells what Mom DOES)

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

PREDICATES - STUDY PAGE

OBJECTIVE

Step by step, we will write SENTENCE PARTS. We will write sentences using the sentence part that tells what the subject DOES, the PREDICATE.

STUDY IT

STUDY CHART

REMEMBER: A telling sentence has two parts. One part names which person or what thing and is called the SUBJECT. The other part tells what the SUBJECT DOES and is called the PREDICATE. DOES PREDICATES often show action done by the SUBJECT. Today, we will use only DOES PREDICATES that show action.

David cleans his room. ...cleans his room tells what the subject does.

Marty finishes his lessons. ...finishes his lessons tells what the subject does.

The predicates finishes his lessons and cleans his room show action done by the subjects.

SUBJECT	PREDICATE
David	cleans his room.
Marty	finishes his lessons.

REVIEW IT

1. A telling sentence has _____ parts.
2. One part names which person or what thing and is called the ______.
3. The other part tells what the subject ____ and is called the PREDICATE.
4. DOES PREDICATES often show ______ done by the SUBJECT.
5. ...cleans his room tells what the subject _______.
6. ...finishes his lessons tells what the subject _______.
7. The predicates cleans his room and finishes his lessons show ______ done by the _________.

Building Writing Competency

PRACTICE PAGE

INFORMATION CAVE

We can choose DOES predicates from a MIXED LIST and use them to write correct sentences. We are using DOES predicates that show action. We can check to make sure we choose DOES predicates by asking if the predicate shows action taken by the subject. After each sentence, rewrite the predicate and what the predicate tells. Like this:

MIXED PREDICATE LIST: finishes his lessons - is at home

1. David __________. (__________ tells what David DOES)

EXTRA TIP: *David finishes his lessons. (finishes his lessons tells what David DOES)*

DIRECTIONS FOR 'TRY IT': Choose DOES predicates from the MIXED PREDICATE LIST below and use them to write correct sentences for 1 and 2. Make sure the predicates are DOES predicates by checking to see if they show action taken by the subject. After each sentence, rewrite the predicate and write what the predicate tells.

MIXED PREDICATE LIST: finishes his lessons - is at home - brings our paper

1. David ____________________. (__________ tells what David DOES)
2. The paper boy ______________. (__________ tells what The paper boy DOES)

DIRECTIONS FOR 'WRITE IT': Read the sentences below and write them on your separate paper, just as you did with the TRY IT sentences above.

MIXED PREDICATE LIST: skims over the water - is red and white - has a new motor - washes our car - flies very high - is with the Giants - hits many homeruns

3. The baseball player __________. (__________ tells what The baseball player DOES)
4. The new boat ________________. (__________ tells what The new boat DOES)
5. My dad ____________________. (__________ tells what My dad DOES)
6. The jet plane _______________. (__________ tells what The jet plane DOES)

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

PREDICATES - STUDY PAGE

OBJECTIVE

Step by step, we will write SENTENCE PARTS.

We will write sentences using the sentence part that tells what the subject DOES, IS, or HAS, the PREDICATE.

STUDY IT

STUDY CHART

REMEMBER: A telling sentence has two parts. One part is called the SUBJECT. The other part, the PREDICATE, tells what the subject DOES, IS, or HAS.

IS or HAS predicates are easy to find. IS or HAS predicates begin with IS or HAS. Like this:

Jim is happy. ...is happy tells what the subject IS.
Bill has a pencil. ...has a pencil tells what the subject HAS.

DOES predicates often show action done by the subject. Bill writes a story. ...writes a story tells what the subject DOES.

It will help us to learn more about sentence parts if we rewrite the predicate in each sentence and add whether it tells what the subject DOES, IS, or HAS.

Like this: ...writes a story tells what the subject DOES.
...is happy tells what the subject IS.
...has a pencil tells what the subject HAS.

REVIEW IT

1. A telling sentence has _____ parts
2. One part is called the ________.
3. The other part, the PREDICATE, tells what the subject ___, ___, or _____.
4. IS or HAS predicates are ____ to find. IS or HAS predicates begin with ____ or ____.
5. DOES predicates often show ______ done by the subject.
6. ...is happy tells what the subject ___.
7. ...has a pencil tells what the subject ____.
8. ...writes a story tells what the subject _____.
9. It will help us to learn more about sentence parts if we rewrite the ____________ in each sentence and add whether it tells what the subject ___, ___, or _____.

Building Writing Competency

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Series 10
Practice C

PRACTICE PAGE

INFORMATION CAVE

We can choose DOES, IS, or HAS PREDICATES from a MIXED PREDICATE LIST and use them to write correct sentences. After each sentence, we can rewrite the predicate and add whether it tells what the subject DOES, IS, or HAS. You can tell a DOES predicate because we are using DOES PREDICATES that show action done by the subject.

MIXED PREDICATE LIST: is happy - has a pencil - writes a story

1. Bill DOES PREDICATE. (__________ tells what the subject DOES)

EXTRA TIP: *Bill writes a story. (writes a story tells what the subject DOES)*

DIRECTIONS FOR 'TRY IT': Bigfoot has written DOES, IS, or HAS after the subjects in 1 and 2. Choose a predicate from the MIXED PREDICATE LIST to match what Bigfoot has written. After you have written a correct sentence, rewrite the predicate and add whether it tells what the subject DOES, IS, or HAS.

MIXED PREDICATE LIST: is happy - has a pencil - writes a story

1. Bill DOES PREDICATE. (____________ tells what the subject DOES)
2. Bill DOES PREDICATE. (____________ tells what the subject HAS)

DIRECTIONS FOR 'WRITE IT': Read the sentences below and write them on your separate paper, just as you did with the TRY IT sentences above.

MIXED PREDICATE LIST: plays the piano - is in the garden - has a new music book - digs in the garden

3. My dog IS PREDICATE. (____________ tells what the subject IS)
4. My dog DOES PREDICATE. (____________ tells what the subject DOES)
5. Tammy DOES PREDICATE. (____________ tells what the subject DOES)
6. Tammy HAS PREDICATE. (____________ tells what the subject HAS)

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

PREDICATES - STUDY PAGE

OBJECTIVE

Step by step, we will write SENTENCE PARTS.

We will write sentences using the sentence part that tells what the subject DOES, IS, or HAS, the PREDICATE.

STUDY IT

STUDY CHART

REMEMBER: A telling sentence has two parts. One part is called the SUBJECT. The other part, the PREDICATE, tells what the subject DOES, IS, or HAS.

IS or HAS predicates are easy to find. IS or HAS predicates begin with IS or HAS. Like this:

John is happy. ...is happy tells what John is.

Mary has new running shoes. ...has new running shoes tells what Mary has.

DOES predicates often show action done by the subject. (In these lessons all DOES Predicates show action.) Like this: The camel carries heavy loads. ...carries heavy loads tells what the subject DOES.

We will learn more about PREDICATES if we rewrite the predicate of each sentence and add whether it tells DOES, IS, or HAS. Like this:

...carries heavy loads tells what the subject DOES.

...has new running shoes tells what the subject HAS.

...is happy tells what the subject IS.

REVIEW IT

1. A telling sentence has _____ parts.
2. One part is called the ______.
3. The other part, the PREDICATE, tells what the subject ___, ___, or _____.
4. IS or HAS predicates are _____ to find. IS or HAS predicates begin with ___ or ___.
5. DOES predicates often show _______ done by the subject.
6. In the sentence The camel carries heavy loads, carries heavy loads tells what the subject _____.
7. In the sentence Mary has new running shoes, has new running shoes tells what the subject _____.
8. In the sentence John is happy, is happy tells what the subject ____.
9. We will learn more about PREDICATES if we _______ the predicates of each sentence and add whether it tells _____, ____, or ____.

Building Writing Competency

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Level 3
Series 10
Practice D

PRACTICE PAGE

INFORMATION CAVE

We can choose DOES, IS, or HAS predicates from a MIXED PREDICATE LIST and use them to write correct sentences. After each sentence, we can rewrite the predicate and add whether it tells what the subject DOES, IS, or HAS. You can tell an IS or HAS predicate because the predicate begins with IS or HAS. You can tell a DOES predicate because we are using DOES predicates that show action done by the subject. (Notice that today you may choose any predicate that makes sense.) Like this:

MIXED PREDICATE LIST: is at home - has new shoes - runs fast

Debbie ____________. (____________ tells what the subject HAS)

EXTRA TIP: 1. *Debbie has new shoes. (has new shoes tells what the subject HAS)*

DIRECTIONS FOR 'TRY IT': Choose predicates from the MIXED PREDICATE LIST that make sense when written with the subject in 1 and 2. After you have written the correct sentence, rewrite the predicate and add whether it tells what the subject DOES, IS, or HAS.

MIXED PREDICATE LIST: is at home - has new shoes - runs fast

1. Debbie ___________. (___________ tells what the subject HAS)
2. The young man ________. (________ tells what the subject DOES)

DIRECTIONS FOR 'WRITE IT': Read the sentences below and write them on your separate paper, just as you did with the TRY IT sentences above.

MIXED PREDICATE LIST: runs in races - has running shoes - is fast - is very long

3. My brother _______________. (__________tells what the subject DOES)
4. Susan _____________________. (__________tells what the subject HAS)
5. The race __________________. (__________tells what the subject IS)
6. That runner _______________. (__________tells what the subject IS)

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

'WRITE IT' CORRECTING BANK

These are examples of correct answers. The order may be different and still make sense.

PRACTICE A:

3. My sister washes the dishes. (washes the dishes tells what My sister DOES)
4. My brother dries the dishes. (dries the dishes tells what My brother DOES)
5. The tree bends in the wind. (bends in the wind tells what The tree DOES)
6. Mom makes the beds. (makes the beds tells what Mom DOES)

PRACTICE B:

3. The baseball player hits many homeruns. (hits many homeruns tells what The baseball player DOES)
4. The new boat skims over the water. (skims over the water tells what The new boat DOES)
5. My dad washes our car. (washes our car tells what My dad DOES)
6. The jet plane flies very high. (flies very high tells what The jet plane DOES)

PRACTICE C:

3. My dog is in the garden. (is in the garden tells what the subject IS)
4. My dog digs in the garden. (digs in the garden tells what the subject DOES)
5. Tammy plays the piano. (plays the piano tells what the subject DOES)
6. Tammy has a new music book. (has a new music book tells what the subject HAS)

PRACTICE D: (Answers for 3 and 4 below may be reversed.)

3. My brother runs in races. (runs in races tells what the subject DOES)
4. Susan has running shoes. (has running shoes tells what the subject HAS)
5. The race is very long. (is very long tells what the subject IS)
6. That runner is fast. (is fast tells what the subject IS)

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

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Level 3
Series 10
Practice: Mastery Test

PREDICATES

Read the directions and write your sentences on a separate paper.

Choose predicates from the MIXED PREDICATE LIST that will make sense with the subjects below. After you have written a correct sentence, rewrite the predicate and add whether it tells what the subject DOES, IS, or HAS.

MIXED PREDICATE LIST: is a good student - has new shoes - runs fast
enjoys running

1. Debbie ______________. (_____ tells what the subject DOES)

2. My brother _________. (_____ tells what the subject IS)

3. Susan _______________. (_____ tells what the subject HAS)

4. Bill Rodgers _______. (_____ tells what the subject DOES)

VERB TENSE - STUDY PAGE

OBJECTIVE

Step by step, we will learn about past time (tense). We will write predicates with the most important word (the verb) showing past time and present time.

STUDY IT

STUDY CHART

The most important word in every predicate (the verb) also shows time. Our first predicate lessons used action words that showed present time. The present time action words are in DOES PREDICATES.

Like this: Jim fishes in the river... fishes is present time and we say the verb names what the subject DOES.

Today we will practice using action words that show present time and past time. The past time action words are in DID PREDICATES.

Like this: Jim fished in the river... fished is past time and we say the verb fished names what the subject DID.

Mary played ball... played ball is the predicate. played is the most important word in the predicate, the VERB. The verb played names what the subject DID.

Mary plays ball... plays ball is the predicate. plays is the most important word in the predicate, the VERB. The verb plays names what the subject DOES.

REVIEW IT

1. The most important word in every predicate (the verb) also shows ________.
2. Our first predicate lessons used action words that showed ______ time.
3. The present time action words are in ____ _____.
4. ...fishes is the present time and we say the verb names what the subject _____.
5. Today we will practice using action words that show past ______.
6. The past time action words are in _____PREDICATES.
7. ...fished is past time and we say the verb names what the subject ________.
8. In the predicate played ball, the VERB _______ names what the subject _______.
9. In the predicate plays ball, the VERB _____ names what the subject _____.

Building Writing Competency

PRACTICE PAGE

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Series 11
Practice A

INFORMATION CAVE

Today we will work with action words in present time and past time. Since many action words use -ed forms for past time, we will use only -ed past time verbs today. We can choose predicates with present time verbs or predicates with past time verbs and use them to write correct sentences. After we have written the correct sentence, we can rewrite the verb. Like this:

PREDICATE LIST: fishes in the river - fished in the river

1. Jim (present time) ______. Verb ______
EXTRA TIP: Jim fishes in the river. Verb fishes

2. Jim (past time) ______. Verb ______
Jim fished in the river. Verb fished

DIRECTIONS FOR 'TRY IT': From the PREDICATE LIST below, choose predicates with verbs to match present or past time. Use the predicates to write correct sentences with the words in 1 and 2. After the correct sentence, rewrite the verb.

PREDICATE LIST: fishes in the river - fished in the river

1. Jim (present time). Verb ______
______. ______ ______
2. Jim (past time). Verb ______
______. ______ ______

DIRECTIONS FOR 'WRITE IT': Read the sentences below and write them on your separate paper, just as you did with the TRY IT sentences above.

PREDICATE LIST: barks at the cat - barked at the cat
works in the garden - worked in the garden

3. My brother (present time). Verb ______
______. ______ ______
4. My brother (past time) ______. Verb ______
______. ______ ______
5. The puppy (present time). Verb ______
______. ______ ______
6. The puppy (past time) ______. Verb ______
______. ______ ______

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

VERB TENSE - STUDY PAGE

OBJECTIVE

Step by step, we will learn about past time (tense). We will write predicates with the most important word (the verb) showing past time and present time.

STUDY IT

STUDY CHART

The most important word in every predicate is the verb. The verb also shows time.

We are working with action verbs that show present time and past time.

Present time ACTION verbs name what the subject DOES (for subjects meaning one person or thing).

Past time ACTION verbs name what the subject DID.

Like this:

My sister helps her friends. The most important word in the predicate is helps. The VERB helps names what the subject DOES. (present time)

My sister helped her friends. The most important word in the predicate is helped. The VERB helped names what the subject DID. (past time)

REVIEW IT

1. The most important word in every predicate is the ______.
2. We are working with action verbs that show ______ time and ________ time.
3. Present time action verbs name what the subject ____ (for subjects meaning one person or thing).
4. Past time action verbs name what the subject ______.
5. In the predicate helps her friends the most important word is _______.
6. The ______ helps names what the subject ______ (present time).
7. In the predicate helped her friends, the most important word is _________.
8. The ________ helped names what the subject _____ (past time).

Building Writing Competency

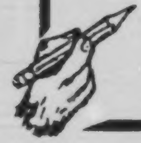
PRACTICE PAGE

Page 104
Level 3
Series 11
Practice B

INFORMATION CAVE

We can choose predicates with present time verbs or predicates with past time verbs and use them to write correct sentences. After we have written correct sentences, we can rewrite the verb. Like this:

PREDICATE LIST: barks at the cat - barked at the cat



EXTRA TIP: 1. The dog (past time)____. Verb ______
The dog barked at the cat. *Verb barked*

2. The dog (present time). Verb ______
The doc barks at the cat. *Verb barks*

DIRECTIONS FOR 'TRY IT': From the PREDICATE LIST below, choose predicates with verbs to match present or past time. Use the predicates to write correct sentences with the words in 1 and 2. After the correct sentence, rewrite the verb.

PREDICATE LIST: barks at the cat - barked at the cat

1. The dog (past time)____. Verb ______
___________________________. ____ ______
2. The dog (present time). Verb ______
___________________________. ____ ______

DIRECTIONS FOR 'WRITE IT': Read the sentences below and write them on your separate paper, just as you did with the TRY IT sentences above.

PREDICATE LIST: mows the lawn - mowed the lawn - walks to school
walked to school

3. My brother _____(past time)____. Verb ______
_____________________________________. ____ ______
4. My brother _____(present time). Verb ______
_____________________________________. ____ ______
5. The new student (past time)____. Verb ______
_____________________________________. ____ ______
6. The new student (present time). Verb ______
_____________________________________. ____ ______

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

VERB TENSE - STUDY PAGE

OBJECTIVE

Step by step, we will learn about past time (tense). We will write predicates with the most important word (the verb) showing past time and present time.

STUDY IT

STUDY CHART

We have been working with action verbs that show past time by ending in -ed. You remember that IS predicates are easy to find because the most important word is always IS, (for present time and subjects naming one person or thing). IS is a form of a verb that does not have an -ed form to show past time. WAS is the form that shows past time .(for subjects naming one person or thing).

Like this:

The problem is hard. The verb is names what the subject IS.
PRESENT TIME

The problem was hard. The verb was names what the subject WAS.
PAST TIME

(Later, you will see that is and was are forms of the verb TO BE.)

(You will see also that is and was can be used with other verbs as helping verbs.)

REVIEW IT

1. We have been working with action verbs that show past time by ending in _______.
2. You remember that IS predicates are easy to find because the most important word is always _____ (for the present time).
3. IS is a form of a verb that does not have an ____ form to show past time.
4. ____ is the form that shows past time.
5. In the predicate is hard the verb ____ names what the subject ______ (present time).
6. In the predicate was hard the verb _____ names what the subject _______ (past time).
7. Later, you will see that IS and WAS are forms of the verb ______ _______.
8. You will see also that IS and WAS can be used with other verbs as helping _______.

Building Writing Competency

PRACTICE PAGE

Page 106
Level 3
Series 11
Practice C

INFORMATION CAVE

We can choose predicates with present time verbs or predicates with past time verbs and use them to write correct sentences. After we have written correct sentences, we can rewrite the verb. Like this:

PREDICATE LIST: is in the field - was in the field

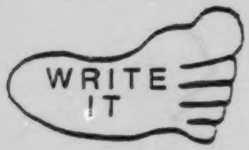
EXTRA TIP.

1. The horse (present time). Verb ____
   The horse is in the field. *Verb is*
2. The horse (past time) . Verb ____
   The horse was in the field. *Verb was*

DIRECTIONS FOR 'TRY IT': From the PREDICATE LIST below, choose predicates with verbs to match present or past time. Use the predicates to write correct sentences with the words in 1 and 2. After the correct sentence, rewrite the verb.

PREDICATE LIST: is in the field - was in the field

1. The horse (present time). Verb ____
   ____________________. ____ ____
2. The horse (past time) . Verb ____
   ____________________. ____ ____



DIRECTIONS FOR 'WRITE IT': Read the sentences below and write them on your separate paper, just as you did with the TRY IT sentences above.

PREDICATE LIST: is cold - was funny - was cold - is funny

3. The wind (past time) . Verb ____
   ____________________. ____ ____
4. The book (present time) . . Verb ____
   ____________________. ____ ____
5. The wind (present time) . Verb ____
   ____________________. ____ ____
6. The book (past time) . Verb ____
   ____________________. ____ ____

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected *after* scores are marked.

VERB TENSE - STUDY PAGE

OBJECTIVE

Step by step, we will learn about past time (tense). We will write predicates with the most important word (the verb) showing past time and present time.

STUDY IT

STUDY CHART

Yesterday we worked with a verb that used another form than -ed to show past time. Today we will work with a verb that uses just a -d to show past time.

Has predicates are easy to find because the most important word is always HAS (for present time and the subject naming one person or thing).

HAD is the form that shows past time.

Like this:

Mary has a cold. The verb has names what the subject HAS. (present time)
Mary had a cold. The verb had names what the subject HAD. (past time)

(Later, you will see that HAS and HAD are forms of the verb TO HAVE.)
(You will see also that HAS and HAD can be used with other verbs as helping verbs.)

REVIEW IT

1. Yesterday we worked with a verb that used another form than -ed to show ______________.
2. Today we will work with a verb that uses just a ___ to show past time.
3. Has predicates are easy to find because the most important word is always ____ (for present time and the subject naming one person or thing).
4. HAD is the form that shows ______ time.
5. The verb has names what the subject _____. (present time)
6. The verb __ names what the subject HAD. (past time)
7. Later you will see that HAS and HAD are forms of the verb __ _____.
8. You will see also that HAS and HAD can be used with other verbs as _________ verbs.

Building Writing Competency

PRACTICE PAGE

Page 108
Level 3
Series 11
Practice D

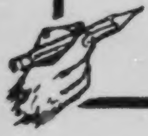
INFORMATION CAVE

We can choose predicates with present time verbs or predicates with past time verbs and use them to write correct sentences. After we have written correct sentences, we can rewrite the verb. Like this:

PREDICATE LIST: has a cold - had a cold

EXTRA TIP: 1. Mary (present time). Verb ____
Mary has a cold. *Verb has*

2. Mary (past time) . Verb ____
Mary had a cold. *Verb had*



DIRECTIONS FOR 'TRY IT': From the PREDICATE LIST below, choose predicates with verbs to match present or past time. Use the predicates to write correct sentences with the words in 1 and 2. After the correct sentence, rewrite the verb.

PREDICATE LIST: has a cold - had a cold

1. Mary (present time) ____. Verb ____
______________________. ____ ____
2. Mary (past time) ____. Verb ____
______________________. ____ ____

DIRECTIONS FOR 'WRITE IT': Read the sentences below and write them on your separate paper, just as you did with the TRY IT sentences above.

PREDICATE LIST: had some money - has a bone - has some money - had a bone

3. The dog (present time) ____. Verb ____
______________________. ____ ____
4. My brother (past time) ____. Verb ____
______________________. ____ ____
5. My brother (present time). Verb ____
______________________. ____ ____
6. The dog (past time) ____. Verb ____
______________________. ____ ____

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

'WRITE IT' CORRECTING BANK

PRACTICE A:

3. My brother works in the garden. Verb works

4. My brother worked in the garden. Verb worked

5. The puppy barks at the cat. Verb barks

6. The puppy barked at the cat. Verb barked

PRACTICE B:

3. My brother mowed the lawn. Verb mowed

4. My brother mows the lawn. Verb mows

5. The new student walked to school. Verb walked

6. The new student walks to school. Verb walks

PRACTICE C:

3. The wind was cold. Verb was

4. The book is funny. Verb is

5. The wind is cold. Verb is

6. The book was funny. Verb was

PRACTICE D:

3. The dog has a bone. Verb has

4. My brother had some money. Verb had

5. My brother has some money Verb has

6. The dog had a bone. Verb had

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

Page 110
Level 3
Series 11
Practice: Mastery Test

VERB TENSE

- Read the directions and write your sentences on a separate paper.
- From the PREDICATE LIST below, choose predicates with verbs to match present or past time. Use the predicates to write correct sentences with the words in one through six. After the correct sentence, rewrite the verb.

PREDICATE LIST: barked at the cat - was in the field -

had a cold - has a cold - is in the field - barks at the cat

1. The dog (past time) ______. Verb ______
______________________________. ______ ______
2. The horse (present time). Verb ______
______________________________. ______ ______
3. The dog (present time) ______. Verb ______
______________________________. ______ ______
4. The horse (past time) ______. Verb ______
______________________________. ______ ______
5. Mary (past time) ______. Verb ______
______________________________. ______ ______
6. Mary (present time) ______. Verb ______
______________________________. ______ ______

Building Writing Competency

Page 111
Level 3
Series 12
Practice A

CORRECTING RUN-ONS - STUDY PAGE

OBJECTIVE

Step by step, we will correct RUN-ON SENTENCES. We will use what we have learned about subjects and predicates to correct sentences that run together.

STUDY IT

STUDY CHART

Students often run sentences together. Today we will use one way to correct a run-on. Like this:

Run-on: Mike found a kitten it was in a tree.

Finding the subjects and predicates will tell us where we can end one sentence with a period and begin the next sentence with a capital letter.

First subject:	Mike (names which person)
First predicate:	found a kitten (tells what the subject did)
Second subject:	It (names what thing)
Second predicate:	was in a tree (tells what the subject was)

Run-on corrected: Mike found a kitten. It was in a tree.

REVIEW IT

1. Students often run sentences __________.
2. Today, we will use _____ way to correct a run-on.
   Do you think you will learn other ways in later lessons?
3. Finding the subject and predicate will tell us where we can end one sentence with a ________ and begin the second sentence with a _________ letter.
4. In the run-on Mike found a kitten it was in a tree:
   The first subject and predicate are ______________.
   The second subject and predicate are______________.
5. Mike names ______ _____. found a kitten tells what the subject __________.
6. It names _____ ________. was in a tree tells what the subject __________.
7. Tell how to write the run-on correctly by using capitals and periods.

Building Writing Competency

Page 112
Level 3
Series 12
Practice A

PRACTICE PAGE

INFORMATION CAVE

We can use what we have learned about subjects and predicates to correct run-on sentences: Like this:

Run-on: The kitten was crying we lifted it from the tree.

First subject and predicate: The kitten was crying. (Period added to make a correct sentence.)

Second subject and predicate: We lifted it from the tree. (Capital letter needed for correct sentence.) REMEMBER: The subject names which person or what thing, and the predicate tells what the subject does, did, is, was, has, or had.

Run-on: The kitten was crying we lifted it from the tree.

EXTRA TIP:
1. *The kitten was crying.*
2. *We lifted it from the tree.*

DIRECTIONS FOR 'TRY IT': Choose the first subject and predicate from the run-on below and write it on your separate paper. Then choose the second subject and predicate and write it on your separate paper. Don't forget that the first subject and predicate should end with a period. The second subject and predicate must begin with a capital letter and end with a period.

Run-on: The kitten was crying we lifted it from the tree.

1. First subject and predicate: __ _____ __ _____.
2. Second subject and predicate: __ _____ __ ____ ___ ____.

DIRECTIONS FOR 'WRITE IT': Read the sentences below and write them on your separate paper, just as you did with the TRY IT sentences above.

Run-on: Mike took the kitten home he named it Tiger.

3. ____ ____ ___ ______ ____.
4. __ _____ __ _____.

Run-on: Tiger was always hungry he grew quickly.

5. _____ ____ _____ ______.
6. __ ____ ______.

Run-on: Mike set Tiger on the scales he weighed fifteen pounds.

7. ____ ___ _____ __ ___ ______.
8. __ _______ _______ ______.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

Page 113
Level 3
Series 12
Practice B

CORRECTING RUN-ONS - STUDY PAGE

OBJECTIVE

Step by step, we will correct RUN-ON SENTENCES. We will use what we have learned about subjects and predicates to correct sentences that run together.

STUDY IT

STUDY CHART

Today we will use one way to correct a run-on. Like this:

Run-on: Mary took the test she passed.

Finding the subjects and predicates will tell us where we can end one sentence with a period and begin the next sentence with a capital letter.

First subject: Mary (names which person)
First predicate: took the test (tells what the subject did)

Second subject: She (names which person)
Second predicate: passed (tells what the subject did)

Run-on corrected: Mary took the test. She passed.

REVIEW IT

1. Today we will use ___ way to correct a run-on.
   Do you think you will learn other ways in later lessons?
2. Finding the subject and predicate will tell us where we can end one sentence with a _____ and begin the second sentence with a _____ letter.
3. In the run-on Mary took the test she passed:
   The first subject and predicate are _________________.
   The second subject and predicate are _________________.
4. Mary names ______ _______. took the test tells what the subject _______.
5. She names ______ ________. passed tells what the subject _____.
6. Tell how to write the run-on correctly by using capital letters and periods.

Building Writing Competency

PRACTICE PAGE

Page 114
Level 3
Series 12
Practice B

INFORMATION CAVE

We can use what we have learned about subjects and predicates to correct run-on sentences: Like this:

Run-on: Don walked home he was late for dinner.
First subject and predicate: Don walked home. (Period added to make a correct sentence.)
Second subject and predicate: He was late for dinner. (Capital letter needed for correct sentence.) REMEMBER: The subject names which person or what thing, and the predicate tells what the subject does, did, is, was, has, or had.

Run-on: Don has a new book the cover is red.

EXTRA TIP: 1. *Don has a new book.*
2. *The cover is red.*

TRY IT

DIRECTIONS FOR 'TRY IT': Choose the first subject and predicate from the run-on below and write it on your separate paper. Then choose the second subject and predicate and write it on your separate paper. Don't forget that the first subject and predicate should end with a period. The second subject and predicate must begin with a capital letter and end with a period.

Run-on: Don has a new book the cover is red.

1. First subject and predicate: ___ ___ _ ____ ____.
2. Second subject and predicate: ___ _____ __ ___.

WRITE IT

DIRECTIONS FOR 'WRITE IT': Read the sentences below and write them on your separate paper, just as you did with the TRY IT sentences above.

Run-on: The fire is hot the room is warm.
3. ___ ____ __ ___.
4. ___ ____ __ ____.
Run-on: Timmy went home his sister is still here.
5. _____ ____ ____.
6. ___ ______ ___ _____ ____.
Run-on: Run-ons are easy to correct we find each subject and predicate.
7. _______ ___ ____ __ _______.
8. __ ____ ____ _______ ___ _________.

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

CORRECTING RUN-ONS - STUDY PAGE

OBJECTIVE

Step by step, we will correct RUN-ON SENTENCES. We will use what we have learned about subjects and predicates to correct sentences that run together.

STUDY IT

STUDY CHART

Today we will use one way to correct a run-on. Like this:

Run-on: The fire was warm he fell asleep.

Finding the subjects and predicates will tell us where we can end one sentence with a period and begin the next sentence with a capital letter.

First subject: The fire (names what thing)
First predicate: was warm (tells what the subject was).

Second subject: He (names which person)
Second predicate: fell asleep (tells what the subject did)

Run-on corrected: The fire was warm. He fell asleep.

REVIEW IT

1. Today we will use ___ ___ to correct a run-on.
   Do you think you will learn other ways in later lessons?
2. Finding the subject and a predicate will tell us where we can end one sentence with a ______ and begin the second sentence with a _______ letter.
3. In the run-on The fire was warm he fell asleep:
   The first subject and predicate are _________________.
   The second subject and predicate are _________________.
4. The fire names _____ _____. was warm tells what the subject ________.
5. He names ____ ____________. fell asleep tells what the subject ________.
6. Tell how to write the run-on correctly by using capital letters and periods.

Building Writing Competency

PRACTICE PAGE

Page 116
Level 3
Series 12
Practice C

INFORMATION CAVE

We can use what we have learned about subjects and predicates to correct run-on sentences. Like this:

Run-on: The fire was warm he fell asleep.
First subject and predicate: The fire was warm. (Period added to make a correct sentence.)
Second subject and predicate: He fell asleep. (Capital letter needed for correct sentence.) REMEMBER: The subject names which person or what thing, and the predicate tells what the subject does, did, is, was, has, or had.

Run-on: The fire was warm he fell asleep.

EXTRA TIP: 1. *The fire was warm.*
2. *He fell asleep.*

DIRECTIONS FOR 'TRY IT': Choose the first subject and predicate from the run-on below and write it on your separate paper. Then choose the second subject and predicate and write it on your separate paper. Don't forget that the first subject and predicate should end with a period. The second subject and predicate must begin with a capital letter and end with a period.

Run-on: The fire was warm he fell asleep.

1. First subject and predicate: __ ___ __ ___.
2. Second subject and predicate: __ ___ _____.

DIRECTIONS FOR 'WRITE IT': Read the sentences below and write them on your separate paper, just as you did with the TRY IT sentences above.

Run-on: Arnold forgot to add wood the fire went out.
3. _____ _____ __ __ ____.
4. __ ___ ___ ___.

Run-on: The dog was sleeping by the fireplace he began to bark.
5. __ __ __ _______ __ __ ________.
6. _ ____ _ ___.

Run-on: Arnold built another fire the dog went back to sleep.
7. _____ ____ ______ ____.
8. __ __ ___ ___ __ ____.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

Page 117
Level 3
Series 12
Practice D

CORRECTING RUN-ONS - STUDY PAGE

OBJECTIVE

Step by step, we will correct RUN-ON SENTENCES. We will use what we have learned about subjects and predicates to correct sentences that run together.

STUDY IT

STUDY CHART

Sometimes students run-together three sentences without periods or capitals to separate them.

Like this:

Sam is not at school today Mary is home she has the flu.

We can find each subject and predicate and then use capital letters and periods to write three correct sentences. This is one way to correct a three sentence run-on:

Sam is not at school today. Mary is home. She has the flu.

This is the first step in correcting run-ons. We are correcting run-ons by finding the simple sentences and then using capital letters and periods to write them correctly. The next lessons will show you a way to use joining words (conjunctions) to correct run-ons.

REVIEW IT

1. Sometimes students run-together _____ sentences without periods or capitals to separate them.
2. We can find each _____ and ______ and then use capital letters and periods to write three correct sentences.
3. This is ___ way to correct a three sentence run-on.
4. This is the _____ step in correcting run-ons.
5. We are correcting run-ons by finding the _____ sentences and then using capitals and periods to write them correctly.
6. The next lessons will show you a way to use _______ words (conjunctions) to correct run-ons.

INFORMATION CAVE

We can correct three sentence run-ons by using capital letters and periods to write separate sentences. This is one way to correct run-ons.

Like this:
Three sentence run-on: The cat chased the bird the bird flew away we laughed at the cat.

EXTRA TIP:
1. *The cat chased the bird.*
2. *The bird* ____ ____.
3. __ ______ __ __ __.

DIRECTIONS FOR 'TRY IT': Find the simple sentences in the run-on below. Use capitals and periods to write separate, correct sentences.

Three sentence run-on: The cat chased the bird the bird flew away we laughed at the cat.

1. ______________________________.
2. ______________________________.
3. ______________________________.

DIRECTIONS FOR 'WRITE IT': Read the sentences below and write them on your separate paper, just as you did with the TRY IT sentences above.

Three sentence run-on: We enjoy kickball games John is our pitcher Janet plays on first base.

4. ______________________________.
5. ______________________________.
6. ______________________________.

Three sentence run-on: Sometimes I miss the ball our team never worries we play kickball for fun and exercise.

7. ______________________________.
8. ______________________________.
9. ______________________________.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

'WRITE IT' CORRECTING BANK

PRACTICE A:

3. Mike took the kitten home.
4. He named it Tiger.

5. Tiger was always hungry.
6. He grew quickly.

7. Mike set Tiger on the scales.
8. He weighed fifteen pounds.

PRACTICE B:

3. The fire is hot.
4. The room is warm.

5. Timmy went home.
6. His sister is still here.

7. Run-ons are easy to correct.
8. We find each subject and predicate.

PRACTICE C:

3. Arnold forgot to add wood.
4. The fire went out.

5. The dog was sleeping by the fireplace.
6. He began to bark.

7. Arnold built another fire.
8. The dog went back to sleep.

PRACTICE D:

4. We enjoy kickball games.
5. John is our pitcher.
6. Janet plays on first base.

7. Sometimes I miss the ball.
8. Our team never worries.
9. We play kickball for fun and exercise.

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

Page 120
Level 3
Series 12
Practice: Mastery Test

CORRECTING RUN-ONS

Read the directions and write your sentences on a separate paper.

Choose the first subject and predicate from each run-on below and write it on your separate paper. Then choose the second subject and predicate and write it on your separate paper. Make sure each sentence begins with a capital letter and ends with a period.

Run-on: The dog was sleeping by the fireplace he began to bark.

1. ______________________________.
2. ______________________________.

Run-on: Arnold built another fire the dog went back to sleep.

3. ______________________________.
4. ______________________________.

Find the simple sentences in the run-on below. Use capital letters and periods to write separate, correct sentences.

Three sentence run-on: Sometimes I miss the ball our team never worries we play kickball for fun and exercise.

5. ______________________________.
6. ______________________________.
7. ______________________________.

CORRECTING RUN-ONS - STUDY PAGE

OBJECTIVE

Step by step, we will correct RUN-ON SENTENCES. We will use joining words as one more way to correct run-ons.

STUDY IT

STUDY CHART

We have practiced correcting two sentence run-ons by finding the two simple sentences and writing them separately. Another way to correct run-ons is to use joining words (conjunctions). Like this:

Run-on: Marty played the piano we sang songs.

Corrected using a conjunction: Marty played the piano, and we sang songs.

If the two sentences in a run-on go together a joining word can be used to correct the run-on. Joining words such as AND, BUT, OR, and SO can help add meaning to your writing because they SIGNAL how one thought goes together with another thought.

Run on: Julie works slowly her work is correct.

Julie works slowly, but her work is correct.

Notice that the joining word SIGNALS more about how the thoughts go together. Use a comma in front of the joining word.

REVIEW IT

1. We have practiced correcting two sentence run-ons by finding the two simple sentences and writing them __________.
2. Another way to correct run-ons is to use _________ _______.
3. If the two sentences in a run-on ___ __________ a joining word can be used to correct the run-on.
4. Joining words such as ____, ____, ___, and ___ can help add meaning to your writing because they ________ how one thought goes together with another thought.
5. Notice that the joining word _________ more about how the thoughts are related.
6. Use a _______ in front of the joining word.

INFORMATION CAVE

We can correct a two-sentence run-on by finding the subject and predicate of both sentences. Then we can use a joining word (conjunction) to write the two sentences into one correct sentence.

Joining words (conjunctions): and, but, or, so

EXTRA TIP: John mowed the lawn his brother washed the car.

1. First subject and predicate: *John mowed the lawn.*
2. Second subject and predicate: *His brother washed the car.*
3. Run-on corrected using joining word: *John mowed the lawn, and his brother washed the car.*

DIRECTIONS FOR 'TRY IT': Find the subjects and predicates in the run-on below and write them on your separate paper. Then use the joining word and to write the two subjects and predicates as one correct sentence.

Run-on: John mowed the lawn his brother washed the car.

1. First subject and predicate: ____________________
2. Second subject and predicate: ____________________
3. Run-on corrected using joining word: ______________

DIRECTIONS FOR 'WRITE IT': Read the sentences below and write them on your separate paper, just as you did with the TRY IT sentences above.

Run-on: My sister cooks dinner my brother washes the dishes.

4. First subject and predicate: ____________________
5. Second subject and predicate: ____________________
6. Run-on corrected using joining word: ______________

Run-on: Jim is a jogger he has running shoes.

7. First subject and predicate: ____________________
8. Second subject and predicate: ____________________
9. Run-on corrected using joining word: ______________

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

CORRECTING RUN-ONS - STUDY PAGE

OBJECTIVE

Step by step, we will correct RUN-ON SENTENCES. We will use joining words as one more way to correct run-ons.

STUDY IT

STUDY CHART

We can correct two-sentence run-ons by writing two separate sentences, or we can join the two sentences with a joining word. We can join two (but not more than two) sentences using joining words such as: and, but, so, or. Like this:

Run-on: I eat cupcakes fruit is better for me.

I eat cupcakes. Fruit is better for me. (OR) I eat cupcakes, but fruit is better for me.

We used the joining word but to join two sentences correctly. We used a comma before the joining word.

Joining words have different meanings and sometimes only one of them can be used to correct run-ons with sentences that go together.

Joining words help our writing by signaling how ideas go together.

REVIEW IT

1. We can correct two-sentence run-ons by writing ___ _________ sentences, or we can join the two sentences with a ______ _____.
2. We can join two (but not more than ___) sentences using joining words such as ___, ___, ___, ___.
3. We used the conjunction ____ to join two sentences correctly.
4. We used a _____ before the conjunction.
5. Joining words help our writing by _______ how ideas go together.

Building Writing Competency

PRACTICE PAGE

Page 124
Level 3
Series 13
Practice B

INFORMATION CAVE

We can correct a two-sentence run-on by using subjects and predicates to find each sentence. Then we can join each sentence using a joining word such as: and, but, so, or. Use the joining word that best signals how the ideas are related.

EXTRA TIP: The rain started we ran to the classroom.

1. First subject and predicate: *The rain started.*
2. Second subject and predicate: *We ran to the classroom.*
3. Run-on corrected using joining word: *The rain started, so we ran to the classroom.* OR *The rain started, and we ran to the classroom.*

DIRECTIONS FOR 'TRY IT': Find the subjects and predicates in the run-on below and write them on your separate paper. Then join the subjects and predicates into one sentence using the joining word that you think makes the most sense.

Run-on: The rain started we ran to the classroom.

1. First subject and predicate: ____________________
2. Second subject and predicate: ____________________
3. Run-on corrected using joining word: ______________

DIRECTIONS FOR 'WRITE IT': Read the sentences below and write them on your separate paper, just as you did with the TRY IT sentences above.

Run-on: The air is dusty the window is dirty.

4. First subject and predicate: ____________________
5. Second subject and predicate: ____________________
6. Run-on corrected using joining word: ______________

Run-on: We washed the window it is dirty again.

7. First subject and predicate: ____________________
8. Second subject and predicate: ____________________
9. Run-on corrected using joining word: ______________

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

CORRECTING RUN-ONS - STUDY PAGE

OBJECTIVE

Step by step, we will correct RUN-ON SENTENCES. We will use joining words as one more way to correct run-ons.

STUDY IT

STUDY CHART

We can correct two sentence run-ons by writing two separate sentences, or we can join the two sentences with a joining word.

We can join only two sentences using a joining word such as: and, but, so, or. Like this:

Run-on: Dad fishes often he bought a boat.
Dad (which person) fishes often. (does)
He (which person) bought a boat. (did)
Dad fishes often, so he bought a boat.

We used the joining word so to join the two sentences correctly. We used a comma before the joining word.

If you can use a joining word to correct run-ons it can make your writing clearer. Joining words signal how the ideas go together. AND signals a thought to be added. BUT signals a different thought (contrast). OR signals a choice. SO signals the reason (therefore).

REVIEW IT

1. We can correct two-sentence run-ons by writing ___ _______ sentences, or we can join the two sentences with a _______ ____.

2. We can join only ____ sentences using joining words such as ____, ____, ___, ___.

3. The subjects and predicates in the run-on Dad fishes often he bought a boat are:
Dad (_____ ______) fishes often. (____) - He (_____ ______) bought a boat. (____).

4. Now we can join the two sentences like this:
___ ______ _____, __ __ ______ __ ____.

5. We used the joining word ___ to join the two sentences correctly.

6. We used a _____ before the joining word.

Building Writing Competency

PRACTICE PAGE

Page 126
Level 3
Series 13
Practice C

INFORMATION CAVE

We can correct a two-sentence run-on by joining the two sentences with a joining word such as: and, but, so, or.

EXTRA TIP: Mary fell she is not hurt.

1. First subject and predicate: *Mary fell.*
2. Second subject and predicate: *She is not hurt.*
3. Run-on corrected using joining word: *Mary fell, but she is not hurt.*

TRY IT

DIRECTIONS FOR 'TRY IT': Find the subjects and predicates in the run-on below and write them on your separate paper. Then join the subjects and predicates into one sentence using the joining word that you think makes the most sense: and, but, so, or.

Run-on: Mary fell she is not hurt.

1. First subject and predicate: ____________________
2. Second subject and predicate: ____________________
3. Run-on corrected using joining word: ______________

WRITE IT

DIRECTIONS FOR 'WRITE IT': Read the sentences below and write them on your separate paper, just as you did with the TRY IT sentences above.

Run-on: Tim finishes his work he stays after school.

4. First subject and predicate: ____________________
5. Second subject and predicate: ____________________
6. Run-on corrected using joining word: ______________

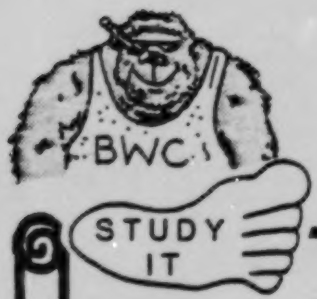
Run-on: Jim has a cold he is at school.

7. First subject and predicate: ____________________
8. Second subject and predicate: ____________________
9. Run-on corrected using joining word: ______________

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

CORRECTING RUN-ONS - STUDY PAGE



OBJECTIVE

Step by step, we will correct RUN-ON SENTENCES. We will use joining words as one more way to correct run-ons.

STUDY IT

STUDY CHART

We have practiced correcting two-sentence run-ons.

Some students run three or more sentences together using and-and-and or then-then-then. Like this:

We planned a party and we wrote invitations and we made cupcakes.
We planned a party then we wrote invitations then we made cupcakes.

You know that you can join only two sentences with a conjunction.

The first way we will learn to correct and-and-and run-ons is by taking away all the conjunctions and writing separate sentences.

Like this: We planned a party.
We wrote invitations.
We made cupcakes.

REVIEW IT

1. We have practiced correcting ___-_________ run-ons.
2. Some students run _______ or more sentences together using and-and-and or ____-____-____.
3. You know that you can join only ____ sentences with a joining word.
4. The first way we will learn to correct and-and-and run-ons is by writing _________ sentences.

Building Writing Competency

PRACTICE PAGE

Page 128
Level 3
Series 13
Practice D

INFORMATION CAVE

We can correct and-and-and or then-then-then run-ons by writing the sentences separately using capital letters and periods to separate the sentences.

EXTRA TIP: We played games and we ate ice-cream and the party was fun.

We played games. We ate ice-cream. The party was fun.

We took out all the ands and used capital letters and periods to write separate sentences.

DIRECTIONS FOR 'TRY IT': Find the three sentences in the and-and-and run-below. Use capital letters and periods to write the three sentences separately on your paper.

Run-on: We played games and we ate ice-cream and the party was fun.

1. ____________________.
2. ____________________.
3. ____________________.

DIRECTIONS FOR 'WRITE IT': Read the sentences below and write them on your separate paper, just as you did with the TRY IT sentences above.

Run-on: Mr. Green picked team captains then the captains picked players for the teams then we played soccer.

4. ____________________.
5. ____________________.
6. ____________________.

Run-on: Our team scored three runs and I caught a fly and we won the game.

7. ____________________.
8. ____________________.
9. ____________________.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

'WRITE IT' CORRECTING BANK

PRACTICE A:

4. First subject and predicate: My sister cooks dinner.
5. Second subject and predicate: My brother washes the dishes.
6. Run-on corrected using joining word: My sister cooks dinner, and my brother washes the dishes.

7. First subject and predicate: Jim is a jogger.
8. Second subject and predicate: He has running shoes.
9. Run-on corrected using joining word: Jim is a jogger, and he has running shoes.

PRACTICE B: POSSIBLE ANSWERS. SENTENCES WILL BE CORRECT AS LONG AS THEY MAKE SENSE.

4. First subject and predicate: The air is dusty.
5. Second subject and predicate: The window is dirty.
6. Run-on corrected using joining word: The air is dusty, and the window is dirty.

7. First subject and predicate: We washed the window.
8. Second subject and predicate: It is dirty again.
9. Run-on corrected using joining word: We washed the window, but it is dirty again.

PRACTICE C: POSSIBLE ANSWERS. SENTENCES WILL BE CORRECT AS LONG AS THEY MAKE SENSE.

4. First subject and predicate: Tim finishes his work.
5. Second subject and predicate: He stays after school.
6. Run-on corrected using joining word: Tim finishes his work, or he stays after school.

7. First subject and predicate: Jim has a cold.
8. Second subject and predicate: He is at school.
9. Run-on corrected using joining word: Jim has a cold, but he is at school.

PRACTICE D:

4. Mr. Green picked team captains.
5. The captains picked players for the teams.
6. We played soccer.

7. Our team scored three runs.
8. I caught a fly.
9. We won the game.

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

Page 130
Level 3
Series 13
Practice: Mastery Test

CORRECTING RUN-ONS

- Read the directions and write your sentences on a separate paper.

- Find the subjects and predicates in the run-ons below and write them on your separate paper. Then join the subjects and predicates into one sentence using the conjunction that you think makes the most sense: and, but, so, or. Be sure to include a comma in your sentence.

Run-on: Mary fell she is not hurt.

1. First subject and predicate: ______________________
2. Second subject and predicate: ______________________
3. Run-on corrected: ______________________________

Run-on: My sister cooks dinner my brother washes the dishes.

4. First subject and predicate: ______________________
5. Second subject and predicate: ______________________
6. Run-on corrected: ______________________________

Find the separate sentences in the and-and-and run-on. Use capital letters and periods to write the separate sentences correctly on your paper.

Run-on: Our team scored three runs and I caught a fly and we won the game.

7. ____
8. ____
9. ____

Building Writing Competency

OBJECTIVE

Step by step we will write paragraphs. We will write a main idea sentence and detail sentences that tell more about the main idea sentence.

STUDY IT

STUDY CHART

A paragraph is a group of sentences that tells about one idea. We will begin our paragraph with a Main Idea Sentence that signals and limits the idea of a paragraph.

Main Idea Sentence: My dog is silly.

We will add detail sentences that give examples to explain the Main Idea Sentence.

Detail Sentence: He barks when the telephone rings.
Detail Sentence: Sometimes he sleeps in the street.

The first sentence of a paragraph is indented (leave a space about two fingers wide between the margin and the first word of your first sentence). Then make sure to use all of each line before going to the next line, but do not crowd words in at the end of the line.

PARAGRAPH

My dog is silly. He barks when the telephone rings. Sometimes he sleeps in the street.

REVIEW IT

1. A paragraph is a group of sentences that tells about one _____.
2. We will begin our paragraph with a Main Idea Sentence that _______ and limits the idea of the paragraph.
3. We will add detail sentences that give _______ to explain the Main Idea Sentence.
4. The first _______ of a paragraph is indented (leave a space about two fingers wide between the margin and the first word of your first sentence).
5. Then make sure to use all of each ____ before going to the next line, but do not crowd words in at the end of the line.

Building Writing Competency

PRACTICE PAGE

INFORMATION CAVE

We can practice writing a correct paragraph. First we can see how the Main Idea Sentence signals the idea of the paragraph.

Main Idea Sentence: My dog is silly.

Then we can see how the Detail Sentences give examples to explain the Main Idea Sentence.

Detail Sentence: He barks when the telephone rings.
Detail Sentence: Sometimes he sleeps in the street.

As we write, we make sure we indent the Main Idea Sentence. Use all of each line before going to the next line. Like this:

My dog is silly. He barks when
the telephone rings. Sometimes he
sleeps in the street.

TRY IT

On your separate paper, indent and write the Main Idea Sentence in the INFORMATION CAVE. Make sure your teacher checks your Main Idea Sentence before you go on to the 'WRITE IT'.

Do not number or label your sentences when you write paragraphs.

WRITE IT

Now finish the paragraph by writing the two Detail Sentences from your INFORMATION CAVE. Do not begin a new line on your paper until each line is filled, but do not crowd words at the end of a line. DO NOT NUMBER OR LABEL YOUR SENTENCES IN A PARAGRAPH.

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

OBJECTIVE

Step by step we will write paragraphs. We will write a main idea sentence and detail sentences that tell more about the main idea sentence.

STUDY IT

STUDY CHART

A paragraph is a group of sentences that tells about one idea. We will begin our paragraph with a Main Idea Sentence that signals and limits the idea of a paragraph.

Main Idea Sentence: We had fun at my birthday party.

We will add detail sentences that give examples to explain the Main Idea Sentence.

Detail Sentence: We played in the backyard.
Detail Sentence: Everyone brought funny presents.
Detail Sentence: Mom baked a delicious chocolate cake.

The first sentence of a paragraph is indented (leave a space about two fingers wide between the margin and the first word of your first sentence). Then make sure to use all of each line before going to the next line, but do not crowd words in at the end of the line.

PARAGRAPH

We had fun at my birthday party. We played in the backyard. Everyone brought funny presents. Mom baked a delicious chocolate cake.

REVIEW IT

1. A paragraph is a group of sentences that tells about one _____.
2. We will begin our paragraph with a Main Idea Sentence that ______ and ______ the idea of the paragraph.
3. We will add detail sentences that give _______ to explain the Main Idea Sentence.
4. The first _________ of a paragraph is indented (leave a space about two fingers wide between the margin and the first word of your first sentence).
5. Then make sure to use all of each ____ before going to the next line, but do not crowd words in at the end of the line.

Building Writing Competency

PRACTICE PAGE

INFORMATION CAVE

We can practice writing a correct paragraph. First we can see how the Main Idea Sentence signals the idea of the paragraph.

Main Idea Sentence: We had fun at my birthday party.

Then we can see how the Detail Sentences give examples to explain the Main Idea Sentence.

Detail Sentence: We played in the backyard.
Detail Sentence: Everyone brought funny presents.
Detail Sentence: Mom baked a delicious chocolate cake.

As we write, we make sure we indent the Main Idea Sentence. Use all of each line before going to the next line.

Today, we will not show you the way to change your sentences to a correct paragraph. You will have to remember to use two fingers to indent and to fill each line from margin to margin.

Indent and write the Main Idea Sentence in the INFORMATION CAVE. Make sure your teacher checks your Main Idea Sentence before you go on to the 'WRITE IT'.

Do not number or label your sentences when you write paragraphs.

Now finish the paragraph by writing the two Detail Sentences from your INFORMATION CAVE. Do not begin a new line on your paper until each line is filled, but do not crowd words at the end of a line. DO NOT NUMBER OR LABEL YOUR SENTENCES IN A PARAGRAPH.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

OBJECTIVE

Step by step we will write paragraphs. We will write a main idea sentence and detail sentences that tell more about the main idea sentence.

STUDY IT

STUDY CHART

A paragraph is a group of sentences that tells about one idea. We will begin our paragraph with a Main Idea Sentence that signals and limits the idea of a paragraph.

Main Idea Sentence: We had a great time on our camping trip.

We will add detail sentences that give examples to explain the Main Idea Sentence.

Detail Sentence: We cooked hot dogs over our campfire.

The first sentence of a paragraph is indented (leave a space about two fingers wide between the margin and the first word of your first sentence). Then make sure to use all of each line before going to the next line, but do not crowd words in at the end of the line.

PARAGRAPH

We had a great time on our camping trip. We cooked hot dogs over our campfire.

REVIEW IT

1. A paragraph is a group of sentences that tells about one ____.
2. We will begin our paragraph with a Main Idea Sentence that ______ and ______ the idea of the paragraph.
3. We will add detail sentences that give _______ to explain the Main Idea Sentence.
4. The first _______ of a paragraph is indented (leave a space about two fingers wide between the margin and the first word of your first sentence).
5. Think of other Detail Sentences that would give examples of some fun things you might do on a camping trip. Make sure you use a subject and predicate. Try not to begin each sentence with the same word.

INFORMATION CAVE

Today we will rewrite the Main Idea Sentence and one Detail Sentence. Then you will think and write two more Detail Sentences.

Main Idea Sentence: We had a great time on our camping trip.
Detail Sentence: We cooked hot dogs over our campfire.
Detail Sentence: Your sentence ____________________.
Detail Sentence: Your sentence ____________________.

TRY IT

On your separate paper, rewrite the Main Idea Sentence and the Detail Sentence in the INFORMATION CAVE.

Make sure your teacher checks your Main Idea Sentence before you go on to the 'WRITE IT'. Do not number or label your sentences in a paragraph. It is important to spell correctly words that you can find on this paper or words that you have studied in spelling, but spelling mistakes will not count against you. DO NOT ASK YOUR TEACHER TO SPELL NEW WORDS. That would interfere with the lesson.

WRITE IT

Now add two of your own Detail Sentences that give examples of a great time on a camping trip.

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

OBJECTIVE

Step by step we will write paragraphs. We will write a main idea sentence and detail sentences that tell more about the main idea sentence.

STUDY IT

STUDY CHART

Today we will think and write all three Detail Sentences to complete a paragraph.

We will begin our paragraph with a Main Idea Sentence. We will think and write three Detail Sentences that give examples to explain the Main Idea Sentence.

Main Idea Sentence: I have some great plans for my summer vacation.

Detail Sentence: ______________________________.
Detail Sentence: ______________________________.
Detail Sentence: ______________________________.

The Main Idea signals and limits the idea of the paragraph. Detail Sentences give examples to explain the Main Idea Sentence. A Paragraph is indented. Try to begin your sentences in different ways.

REVIEW IT

1. Today we will think and write all _____ Detail Sentences to complete a paragraph.
2. The Main Idea Sentence _______ and _______ the idea of a paragraph.
3. Detail Sentences give _______ to explain the Main Idea Sentence.
4. A paragraph __ indented.
5. Try to begin your sentences in ________ ways.
6. Think of other Detail Sentences that would give examples of some fun things you might do during your summer vacation. Make sure you use a subject and predicate. Try to begin your sentences in ________ ways.

Building Writing Competency

PRACTICE PAGE

INFORMATION CAVE

We can write a Main Idea Sentence and think of three Detail Sentences that will give examples to explain the Main Idea Sentence.

Main Idea Sentence: I have some great plans for my summer vacation.

Detail Sentence: Your sentence ____________________.
Detail Sentence: Your sentence ____________________.
Detail Sentence: Your sentence ____________________.

TRY IT

On your separate paper, write the Main Idea Sentence from the INFORMATION CAVE.

Make sure your teacher checks your Main Idea Sentence. before you go on to the 'WRITE IT'. Do not number or label your sentences in a paragraph. It is important to spell correctly words that you can find on this paper or words that you have studied in spelling, but spelling mistakes will not count against you. DO NOT ASK YOUR TEACHER TO SPELL NEW WORDS. That would interfere with the lesson.

WRITE IT

Now add three of your own Detail Sentences that give examples of a great time on your summer vacation.

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected _after_ scores are marked.

'WRITE IT' CORRECTING BANK

PRACTICE A:

Your paragraph should look exactly like this:

> My dog is silly. He barks when the telephone rings. Sometimes he sleeps in the street.

PRACTICE B:

Your paragraph should look exactly like this:

> We had fun at my birthday party. We played in the backyard. Everyone brought funny presents. Mom baked a delicious chocolate cake.

PRACTICE C:

Your first two sentences should look like this:

> We had a great time on our camping trip. We cooked hot dogs over our campfire.

Your next two sentences must give two more examples to support the idea of great things you did on your camping trip.

Each sentence must have correct capitalization, punctuation, subject and predicate, and follow the skills you have learned for writing sentences.

PRACTICE D:

Your first sentence must be indented and look like this:

> I have some great plans for my summer vacation.

Your next three sentences must give examples to support the idea of some of the great plans for your summer vacation.

Each sentence must have correct capitalization, punctuation, subject and predicate, and follow the skills you have learned for writing sentences.

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

Page 140
Level 3
Series 14
Practice: Mastery Test

- Read the directions and write your paragraph on a separate paper.
- Begin your paragraph by indenting and writing the Main Idea Sentence below. Then add three Detail Sentences of your own that give examples of a great time on a camping trip.
- Remember, as you write your paragraph, you do not number or label your sentences and you use all of each line before going on to the next line.

PARAGRAPH

Main Idea Sentence: We had a great time on our camping trip.
Detail Sentence: Your sentence ____________________
Detail Sentence: Your sentence ____________________
Detail Sentence: Your sentence ____________________

PARAGRAPHS - DETAIL SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write paragraphs. We will write a main idea sentence and add detail sentences in time order to tell more about the main idea sentence.

STUDY IT

STUDY CHART

Last week we wrote paragraphs using detail sentences that gave examples to explain the Main Idea Sentence.

This week we will write paragraphs using detail sentences that give examples in time order to explain the Main Idea Sentence.

We use words that give us clues to time order: first, second, third, then, next, after that, last, finally.

PARAGRAPH

I can fry an egg. First I put a pan on the stove. Next I put a little butter in the pan. Finally I break an egg into the pan.

REVIEW IT

1. Last week we wrote paragraphs using detail sentences that gave ________ to explain the Main Idea Sentence.
2. This week we will write paragraphs using detail sentences that give examples in ____ _____ to explain the Main Idea Sentence.
3. We use words that give us clues to time order: _____, ______, _____, ____, ____, _____ ____, ____, _______.

Building Writing Competency

PRACTICE PAGE

Page 142
Level 3
Series 15
Practice A

INFORMATION CAVE

We can write a paragraph by arranging mixed sentences into correct time order:

MIXED ORDER SENTENCES

Then I put peanut butter on the bread.
Finally I sit down to enjoy my sandwich.
First I get out bread, peanut butter, and a knife.
It is easy to make a peanut butter sandwich.

TRY IT

DIRECTIONS FOR 'TRY IT': Find the Main Idea Sentence in the MIXED ORDER SENTENCES in the Information Cave. Indent and write the Main Idea Sentence as the first sentence of your paragraph. Have your sentence checked before you go on to the WRITE IT.

WRITE IT

DIRECTIONS FOR 'WRITE IT': Arrange the Detail Sentences in the Information Cave into correct order. Then use them to finish your correct paragraph. Be sure to use all of each line before going to the next line, but do not crowd words at the end of a line.

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

Page 143
Level 3
Series 15
Practice B

PARAGRAPHS - DETAIL SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write paragraphs.
We will write a main idea sentence and add detail sentences in time order to tell more about the main idea sentence.

STUDY IT

STUDY CHART

We are writing correct paragraphs using time order words. Time order words give us clues to help us arrange Detail Sentences.

If we read the Main Idea Sentence and two Detail Sentences of a paragraph, we can think of two more Detail Sentences to add to the paragraph. Then we can arrange the sentences into a correct paragraph.

Main Idea Sentence:	I cleaned my room Saturday.
Detail Sentence:	First I cleaned the floor.
Detail Sentence:	Next I took 153 socks from under the bed.
Detail Sentence:	Then.....
Detail Sentence:	

PARAGRAPH

I cleaned my room Saturday. First I cleaned the floor. Next I took 153 socks from under my bed. Then.....

Think of Detail Sentences that could be used to add to the paragraph.

REVIEW IT

1. We are writing correct paragraphs using ____ _____ _____.
2. Time order words give us clues to help us arrange ______ _________.
3. If we read the Main Idea Sentence and two Detail Sentences of a paragraph, we can think of two more Detail Sentences to ___ to the paragraph.
4. Then we can arrange the sentences into a correct _________.
5. Think of Detail Sentences that could be used to add to the _________.

Building Writing Competency

PRACTICE PAGE

Page 144
Level 3
Series 15
Practice B

INFORMATION CAVE

We can rewrite the Main Idea Sentence and two Detail Sentences of a paragraph. Then we can think of two more Detail Sentences and add them to our paragraph.

Main Idea Sentence: I cleaned my room Saturday.
Detail Sentence: First I cleaned the floor.
Detail Sentence: Next I took 153 socks from under the bed.
Detail Sentence: Then.....
Detail Sentence: Last or Finally.....

DIRECTIONS FOR 'TRY IT': Use the Main Idea and Detail Sentences in the Information Cave to begin your paragraph. Be sure to indent. Have your Main Idea Sentence and two Detail Sentences checked before you go on to the WRITE IT.

It is important to spell correctly words that you can find on this paper or words that you have studied in spelling, but spelling mistakes will not count against you. DO NOT ASK YOUR TEACHER TO SPELL NEW WORDS. That would interfere with the lesson.

DIRECTIONS FOR 'WRITE IT': Finish the paragraph by adding two more of your own Detail Sentences.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

PARAGRAPHS - DETAIL SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write paragraphs.
We will write a main idea sentence and add detail sentences in time order to tell more about the main idea sentence.

STUDY IT

STUDY CHART

We are writing correct paragraphs using time order words. Time order words give us clues to help us arrange Detail Sentences.

If we read the Main Idea Sentence and Detail Sentence of a paragraph, we can think of two more Detail Sentences to add to the paragraph. Then we can arrange the sentences into a correct paragraph.

Main Idea Sentence: Mom said we could have a picnic if we helped her.
Detail Sentence: First we ate breakfast and did the dishes.
Detail Sentence: (Your turn to think of this Detail Sentence.)
Detail Sentence: (Your turn to think of this Detail Sentence.)

PARAGRAPH

Mom said we could have a picnic if we helped her. First we ate breakfast and did the dishes.

Think of Detail Sentences that could be used to add to the paragraph.

REVIEW IT

1. We are writing correct paragraphs using ___ ____ ____.
2. Time order words give us clues to help us arrange _____ _________.
3. If we read the Main Idea Sentence and Detail Sentence of a paragraph, we can think of two more Detail Sentences to ___ to the paragraph.
4. Then we can arrange the sentences into a correct ________.
5. Think of Detail Sentences that could be used to add to the ________.

Building Writing Competency

PRACTICE PAGE

INFORMATION CAVE

We can rewrite the Main Idea Sentence and Detail Sentence of a paragraph. Then we can think of two more Detail Sentences and add them to our paragraph.

Main Idea Sentence: Mom said we could have a picnic if we helped her.
Detail Sentence: First we ate breakfast and did the dishes.
Detail Sentence: Your sentence ______________________.
Detail Sentence: Your sentence ______________________.

TRY IT

DIRECTIONS FOR 'TRY IT': Use the Main Idea and Detail Sentence in the Information Cave to begin your paragraph. Be sure to indent. Have your Main Idea Sentence and Detail Sentence checked before you go on to the WRITE IT.

It is important to spell correctly words that you can find on this paper or words that you have studied in spelling, but spelling mistakes will not count against you. DO NOT ASK YOUR TEACHER TO SPELL NEW WORDS. That would interfere with the lesson.

WRITE IT

DIRECTIONS FOR 'WRITE IT': Finish the paragraph by adding two more of your own Detail Sentences.

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

Page 147
Level 3
Series 15
Practice D

PARAGRAPHS - DETAIL SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write paragraphs.
We will write a main idea sentence and add detail sentences in time order to tell more about the main idea sentence.

STUDY IT

STUDY CHART

We are writing correct paragraphs using time order words. Time order words give us clues to help us arrange Detail Sentences.

If we read the Main Idea Sentence of a paragraph, we can think of three more Detail Sentences to add to the paragraph. Then we can arrange the sentences into a correct paragraph.

Main Idea Sentence:	I worked hard in school today.
Detail Sentence:	First.....
Detail Sentence:	Then or Second.....
Detail Sentence:	Finally or Third.....

PARAGRAPH

I worked hard in school today. (Your turn to think of Detail Sentences that could be used to add to the paragraph.)

REVIEW IT

1. We are writing correct paragraphs using ___ ____ ____.
2. Time order words give us clues to help us arrange _____ ________.
3. If we read the Main Idea Sentence of a paragraph, we can think of three more Detail Sentences to ___ to the paragraph.
4. Then we can arrange the sentences into a correct ________.
5. Think of Detail Sentences that could be used to add to the ________.

Building Writing Competency

PRACTICE PAGE

Page 148
Level 3
Series 15
Practice D

INFORMATION CAVE

We can rewrite the Main Idea Sentence of a paragraph. Then we can think of three more Detail Sentences and add them to our paragraph.

Main Idea Sentence: I worked hard in school today.
Detail Sentence: Your sentence ______________.
Detail Sentence: Your sentence ______________.
Detail Sentence: Your sentence ______________.

DIRECTIONS FOR 'TRY IT': Use the Main Idea in the Information Cave to begin your paragraph. Be sure to indent. Have your Main Idea Sentence checked before you go on to the WRITE IT.

It is important to spell correctly words that you can find on this paper or words that you have studied in spelling, but spelling mistakes will not count against you. DO NOT ASK YOUR TEACHER TO SPELL NEW WORDS. That would interfere with the lesson.

DIRECTIONS FOR 'WRITE IT': Finish the paragraph by adding three more of your own Detail Sentences.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

'WRITE IT' CORRECTING BANK

PRACTICE A:

Your Paragraph should look exactly like this:

> It is easy to make a peanut butter sandwich. First I get out bread, peanut butter, and a knife. Then I put peanut butter on the bread. Finally I sit down to enjoy my sandwich.

PRACTICE B:

Your first three sentences should look like this:

> I cleaned my room on Saturday. First I cleaned the floor. Next I took 153 socks from under the bed.

Your next two sentences must give two more examples to support the idea of cleaning your room.

Each sentence must have correct capitalization, punctuation, subject and predicate, and follow the skills you have learned for writing sentences.

PRACTICE C:

Your first two sentences should look like this:

> Mom said we could have a picnic if we helped her. First we ate breakfast and did the dishes.

Your next two sentences must give examples to support the idea of how you helped your mother so you could have a picnic.

Each sentence must have correct capitalization, punctuation, subject and predicate, and follow the skills you have learned for writing sentences.

PRACTICE D:

Your first sentence must be indented and look like this:

> I worked hard in school today.

Your next three sentences must give examples to support the idea of working hard in school.

Each sentence must have correct capitalization, punctuation, subject and predicate, and follow the skills you have learned for writing sentences.

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

Page 150
Level 3
Series 15
Practice: Mastery Test

PARAGRAPHS - DETAIL SENTENCES

- Read the directions and write your sentences on a separate paper.
- Write a paragraph beginning with the Main Idea Sentence given to you below. Then think and write three Detail Sentences that give examples in time order to explain the Main Idea Sentence.
- Be sure to indent. It is important to spell correctly words that you find on this paper or words that you have studied in spelling, but spelling mistakes will not count against you. DO NOT ASK YOUR TEACHER TO SPELL NEW WORDS. That would interfere with the lesson.

Main Idea Sentence: I will clean my room on Saturday.
Detail Sentence:
Detail Sentence:
Detail Sentence:

PARAGRAPHS - MAIN IDEA - STUDY PAGE

OBJECTIVE

Step by step, we will write paragraphs. We will think and write Main Idea Sentences to match related Detail Sentences.

STUDY IT

STUDY CHART

We have practiced writing paragraphs with Detail Sentences that:

A. List examples to explain a Main Idea Sentence.
B. List examples in time order to explain a Main Idea Sentence.

Now we will practice writing our own Main Idea Sentences to signal and limit the idea of the Detail Sentences. We will read a list of Detail Sentences that go together, and then we will think of a Main Idea Sentence to signal and limit the Detail Sentences.

Main Idea Sentence:
Detail Sentence: First I mixed some orange juice.
Detail Sentence: Then I set out cereal, fruit, milk, and toast.
Detail Sentence: Finally I called my mom and dad to breakfast.

Think of a Main Idea Sentence to signal and limit the Detail Sentences.

REVIEW IT

1. We have practiced writing paragraphs with Detail Sentences that:
   A. List ________ to explain a Main Idea Sentence.
   B. List examples in ____ _____ to explain a Main Idea Sentence.
2. Now we will practice writing our own Main Idea Sentences to ______ and _____ the idea of the Detail Sentences.
3. We will read a list of ______ Sentences that go together, and then we will think of a ____ ____ Sentence to signal and limit the Detail Sentences.
4. Today Bigfoot gave you three Detail Sentences to help you think and write a Main Idea Sentence. Each day you will think and write more of your own paragraph sentences. For the last lesson, you will think and write your own paragraph.

Building Writing Competency

PRACTICE PAGE

Page 152
Level 3
Series 16
Practice A

INFORMATION CAVE

We can read a list of Detail Sentences and think of a Main Idea Sentence to signal and limit the Detail Sentences. Then we can think of another Detail Sentence. For our last four lessons, you will not use a TRY IT step. Be careful to indent and use all of each line before going on to the next line.

Main Idea Sentence:
Detail Sentence: First I mixed some orange juice.
Detail Sentence: Then I set out cereal, fruit, milk, and toast.
Detail Sentence: Finally I called my mom and dad to breakfast.

EXTRA TIP: *Saturday I made a great breakfast* OR
I surprised my family this morning.

DIRECTIONS FOR 'WRITE IT': Read the three Detail Sentences in the Information Cave. Write a correct paragraph by using your own Main Idea Sentence, the three Detail Sentences in the Information Cave, and add another Detail Sentence of your own.

Be sure to indent the first sentence of your paragraph and use all of each line before going to the next line, but do not crowd words in at the end of a line. It is important to spell correctly words that you can find on this paper or words that you have studied in spelling, but spelling mistakes will not count against you. DO NOT ASK YOUR TEACHER TO SPELL NEW WORDS. That would interfere with the lesson.

SPECIAL CHECK IT: Did you indent?
Did you spell correctly all words that were on the page or that you have learned in spelling?
Do you have one Main Idea Sentence and four Detail Sentences in your paragraph?

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

PARAGRAPHS - MAIN IDEA - STUDY PAGE

OBJECTIVE

Step by step, we will write paragraphs. We will think and write Main Idea Sentences to match related Detail Sentences.

STUDY IT

STUDY CHART

We are practicing writing Main Idea Sentences that signal and limit the idea of Detail Sentences.

Today we will learn even more about the difference between Main Idea Sentences and Detail Sentences by thinking and writing each kind of sentence:

Main Idea Sentence:
Detail Sentence: First we drove to Grandmother's early Christmas morning.
Detail Sentence: Then we opened our presents and had a big breakfast.
Detail Sentence: Later or Finally, or After that we.....

Think of a Main Idea Sentence that would signal and limit the Detail Sentences.

Think of another Detail Sentence that would give another example to explain the Main Idea Sentence.

REVIEW IT

1. We are practicing writing Main Idea Sentences that _____ and _____ the idea of Detail Sentences.
2. Today we will learn even more about the difference between Main Idea Sentences and Detail Sentences by thinking and writing ____ kind of sentence.
3. Think of a Main Idea Sentence that would signal and limit the Detail Sentences.
4. Think of another Detail Sentence that would give another example to explain the Main Idea Sentence.
5. Tomorrow Bigfoot will give you only one Detail Sentence and you will write your own Main Idea Sentence and two of your own Detail Sentences.

Building Writing Competency

PRACTICE PAGE

Page 154
Level 3
Series 16
Practice B

INFORMATION CAVE

We can read two Detail Sentences that go together and think of a Main Idea Sentence that would signal and limit the Detail Sentences. Then we can think of another Detail Sentence that would be another example to explain the Main Idea Sentence.

Main Idea Sentence:
Detail Sentence: First we drove to Grandmother's early Christmas morning.
Detail Sentence: Then we opened our presents and had a big breakfast.
Detail Sentence: (Your sentence)

You do not need an Extra Tip for the rest of the Paragraph lessons.

WRITE IT

DIRECTIONS FOR 'WRITE IT': Read the two Detail Sentences in the Information Cave. Write a correct paragraph by using your own Main Idea Sentence, the two Detail Sentences in the Information Cave, and add another Detail Sentence of your own.

Be sure to indent the first sentence of your paragraph and use all of each line before going to the next line, but do not crowd words in at the end of a line. It is important to spell correctly words that you can find on this paper or words that you have studied in spelling, but spelling mistakes will not count against you. DO NOT ASK YOUR TEACHER TO SPELL NEW WORDS. That would interfere with the lesson.

SPECIAL CHECK IT: Did you indent?
Did you spell correctly all words that were on the page or that you have learned in spelling?
Do you have one Main Idea Sentence and three Detail Sentences in your paragraph?

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

PARAGRAPHS - MAIN IDEA - STUDY PAGE

OBJECTIVE

Step by step, we will write paragraphs.
We will think and write Main Idea Sentences to match related Detail Sentences.

STUDY IT

STUDY CHART

We are practicing writing Main Idea Sentences that signal and limit the idea of Detail Sentences.

Today we will learn even more about the difference between Main Idea Sentences and Detail Sentences by thinking and writing each kind of sentence:

Mail Idea Sentence:
Detail Sentence: First I took out two pieces of bread.
Detail Sentence:
Detail Sentence:

Think of a Main Idea Sentence that would signal and limit the Detail Sentence.

Think of two more Detail Sentences that would give examples to explain the Main Idea Sentence.

REVIEW IT

1. We are practicing writing Main Idea Sentences that _____ and _____ the idea of Detail Sentences.
2. Today we will learn even more about the difference between Main Idea Sentences and Detail Sentences by thinking and writing ___ kind of sentence.
3. Think of a Main Idea Sentence that would signal and limit the Detail Sentence.
4. Think of two more Detail Sentences that would give examples to explain the Main Idea Sentence.

Building Writing Competency

Page 156
Level 3
Series 16
Practice C

PRACTICE PAGE

INFORMATION CAVE

We can read one Detail Sentence and think of a Main Idea Sentence that would signal and limit the Detail Sentence. Then we can think of two more Detail Sentences that would give examples to explain the Main Idea Sentence:

Main Idea Sentence:
Detail Sentence: First I took out two pieces of bread.
Detail Sentence: (Your sentence)
Detail Sentence: (Your sentence)

DIRECTIONS FOR 'WRITE IT': Read the Detail Sentence in the Information Cave. Write a correct paragraph by using your own Main Idea Sentence, the Detail Sentence in the Information Cave, and two of your own Detail Sentences.

Be sure to indent the first sentence of your paragraph and use all of each line before going to the next line, but do not crowd words in at the end of a line. It is important to spell correctly words that you can find on this paper or words that you have studied in spelling, but spelling mistakes will not count against you. DO NOT ASK YOUR TEACHER TO SPELL NEW WORDS. That would interfere with the lesson.

SPECIAL CHECK IT:
Did you indent?
Did you spell correctly all words that were on the page or that you have learned in spelling?
Do you have one Main Idea Sentence and three Detail Sentences in your paragraph?

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

PARAGRAPHS - MAIN IDEA - STUDY PAGE

OBJECTIVE

Step by step, we will write paragraphs.
We will think and write Main Idea Sentences to match related Detail Sentences.

STUDY IT

STUDY CHART

We have practiced writing Main Idea Sentences and Detail Sentences that list examples to explain the Main Idea Sentence.

Today we will practice writing our own correct paragraph. If you have trouble telling the difference between the Main Idea Sentence and Detail Sentences, you may use the order words with the Detail Sentences. This will make writing your own paragraph easier.

Some order words are: First, second, next, then, after that, later, finally, at last, and last.

REVIEW IT

1. We have practiced writing Main Idea Sentences and Detail Sentences that ____ ________ to explain the Main Idea Sentence.
2. If you have trouble telling the difference between the Main Idea Sentence and Detail Sentences you may use the _____ _____ with the Detail Sentences.
3. Some order words are: First, _____, ____, ____, after that, _____, finally, __ ____, and last.
4. Let's think of some Main Idea and Detail Sentences that could be used to write your own paragraph.

Building Writing Competency

PRACTICE PAGE

Page 158
Level 3
Series 16
Practice D

INFORMATION CAVE

We will use a Main Idea Sentence and Detail Sentences to write a correct paragraph.

The Main Idea Sentence is like a story title that tells what the paragraph is about. The Detail Sentences list examples to explain the Main Idea Sentence. Other words will help you write Detail Sentences:

First, second, next, then, after that, later, finally, at last, and last.

DIRECTIONS FOR 'WRITE IT': Think of a Main Idea Sentence and three Detail Sentences and write a paragraph.

Be sure to indent the first sentence of your paragraph and use all of each line before going to the next line, but do not crowd words in at the end of a line. It is important to spell correctly words that you can find on this paper or words that you have studied in spelling, but spelling mistakes will not count against you. DO NOT ASK YOUR TEACHER TO SPELL NEW WORDS. That would interfere with the lesson.

SPECIAL CHECK IT: Did you indent?
Did you spell correctly all words that were on the page or that you have learned in spelling?
Do you have one Main Idea Sentence and three Detail Sentences in your paragraph?

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

'WRITE IT' CORRECTING BANK

PRACTICE A:

(This sentence must be a Main Idea Sentence to signal and limit the idea of making breakfast.) First I mixed some orange juice. Then I set out cereal, fruit, milk, and toast. Finally I called my mom and dad to breakfast.

The Main Idea Sentence must be indented. Each sentence must have correct capitalization, punctuation, subject and predicate, and follow the skills you have learned for writing sentences.

PRACTICE B:

(This sentence must be a Main Idea Sentence to signal and limit the idea of what you did at Christmas.) First we drove to Grandmother's early Christmas morning. Then we opened our presents and had a big breakfast. (This sentence must be a Detail Sentence that gives another example of what you did at Christmas.)

The Main Idea Sentence must be indented. Each sentence must have correct capitalization, punctuation, subject and predicate, and follow the skills you have learned for writing sentences.

PRACTICE C:

(This sentence must be a Main Idea Sentence to signal and limit the idea of something you did with two pieces of bread.) First I took out two pieces of bread. (These two sentences must be Detail Sentences that give examples of something you did with two pieces of bread.)

The Main Idea Sentence must be indented. Each sentence must have correct capitalization, punctuation, subject and predicate, and follow the skills you have learned for writing sentences.

PRACTICE D:

Your Main Idea Sentence must be indented and should signal and limit three of your own Detail Sentences.

Your three Detail Sentences should give examples to explain the Main Idea Sentence.

Each sentence must have correct capitalization, punctuation, subject and predicate, and follow the skills you have learned for writing sentences.

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

Page 160
Level 3
Series 16
Practice: Mastery Test

PARAGRAPHS - MAIN IDEA

- Read the directions and write your sentences on a separate paper.
- Write a paragraph using your own Main Idea Sentence and three Detail Sentences that give examples to explain the Main Idea Sentence.
- Be sure to indent the first sentence of your paragraph and use all of each line before going to the next line, but do not crowd words in at the end of a line. It is important to spell correctly words that you can find on this paper or words that you have studied in spelling, but spelling mistakes will not count against you. DO NOT ASK YOUR TEACHER TO SPELL NEW WORDS. That would interfere with the lesson.

Main Idea Sentence: ______________________________.
Detail Sentence: First ___________________________.
Detail Sentence: Then, next, or after that ______________.
Detail Sentence: Finally, last, or at last ______________.

SPECIAL CHECK IT: Did you indent?
Did you spell correctly all words that were on the page or that you have learned in spelling?
Do you have one Main Idea Sentence and three Detail Sentences in your paragraph?

BUILDING WRITING COMPETENCY

STEP
BY
STEP

MASTERY OF SENTENCE AND PARAGRAPH WRITING SKILLS

LEVEL 4

A TITLE IV-C LANGUAGE PROJECT

RIO LINDA UNION SCHOOL DISTRICT

Building Writing Competency

AN INTENSE WRITING PROGRAM MOVING CHILDREN STEP BY STEP TO MASTERY OF ESSENTIAL SENTENCE AND PARAGRAPH WRITING SKILLS.

LIST OF SKILLS FOR LEVEL 4

Each Series consists of four daily lessons followed by a Mastery Test.

• BASIC SENTENCE SKILLS •

Series 1 Telling and Asking Sentences - Capitalization - Punctuation
Series 2 Sentence Parts - Subjects
Series 3 Sentence Parts - Subjects
Series 4 Sentence Parts - Subjects
Series 5 Sentence Parts - Predicates
Series 6 Verbs - Verb Tense
Series 7 Subject/Verb Agreement

• SENTENCE COMBINING SKILLS •

Series 8 Combining Sentences: Compound Subjects and Predicates
Series 9 Compound Sentences - Conjunction Meaning

• CORRECTING RUN-ON SKILLS •

Series 10 Correcting Run-ons - Separating Fused Sentences
Series 11 Correcting Run-ons - Compound Sentences

• ADDING DETAIL TO SENTENCE SKILLS •

Series 12 Adding Detail to Nouns - Adjectives
Series 13 Adding Detail to Verbs - Adverbs

• PARAGRAPH WRITING SKILLS •

Series 14 Paragraph Plan - Focusing on Detail Sentences that state examples to support a Main Idea Sentence.
Series 15 Paragraph Plan - Focusing on Detail Sentences that state examples in time order to suppport a Main Idea Sentence.
Series 16 Paragraph Plan - Focusing on a Main Idea Sentence.

Building Writing Competency

Page 1
Level 4
Series 1
Practice A

TELLING SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write correct TELLING SENTENCES.

STUDY IT

STUDY CHART

THIS SENTENCE TELLS SOMETHING: The apples are ripe.

It is a TELLING SENTENCE. A TELLING SENTENCE begins with a capital letter and ends with a period.

I like apples. I like pears.

We can write these sentences correctly by using capitals and periods to show where each sentence begins and ends.

This apple is red. These pears are sweet.

REVIEW IT

1. The sentence The apples are ripe __________ something.
2. It is a __________SENTENCE.
3. A TELLING SENTENCE begins with a ________ letter.
4. A TELLING SENTENCE ends with a ________.
5. A capital letter tells where a sentence ______.
6. A period tells where a sentence ____.

Building Writing Competency

Page 2
Level 4
Series 1
Practice A

PRACTICE PAGE

INFORMATION CAVE

REMEMBER - A correct sentence must:

1. Begin with a capital letter.
2. Have the correct punctuation (periods, question marks, commas).
3. Have each word spelled correctly.

We can use capitals and periods to write two groups of words as correct TELLING SENTENCES. Like this:

we have an apple tree   we like apples

EXTRA TIP:
A. *We have an apple tree.*
B. *We like apples.*

DIRECTIONS FOR 'TRY IT': On your separate paper, use capitals and periods to write the words in the line below as two separate sentences. Check the directions for setting up your separate paper.

Use the extra tip in the Information Cave if you have trouble getting started. After you finish the TRY IT sentences, the teacher will check your sentences (or put correct sentences on the board). YOU MAY NOT GO ON UNTIL YOUR TRY IT SENTENCES ARE CORRECT.

we have an apple tree   we like apples

A. __ _____ _ _____ ____
B. _ ____ _____

Directions for setting up your separate paper.

Name *Date*
Telling Sentences
A. *We* ___ __ ___ ___
B.

DIRECTIONS FOR 'WRITE IT': On your separate paper, use capitals and periods to write the words in each line below. Begin each telling sentence with a capital and end each telling sentence with a period.

the apples are ripe   they should be picked

1. __ _____ ____ _____
2. ____ _____ _ _____

we picked the apples   we picked three boxes of apples

3. _ ______ ___ ______
4. _ ______ ______ _____ __ ______

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

Page 3
Level 4
Series 1
Practice B

SENTENCE PARTS - STUDY PAGE

OBJECTIVE

Step by step, we will write correct TELLING SENTENCES AND ASKING SENTENCES.

STUDY IT

STUDY CHART

THIS SENTENCE ASKS SOMETHING: Where is my book?

It is an ASKING SENTENCE. An ASKING SENTENCE begins with a capital letter and ends with a question mark.

The five Wh words (and How) often begin ASKING SENTENCES.

WHO WHAT WHEN WHERE WHY HOW

Who has the ball? Roger has the ball.

We can write sentences correctly by using a question mark after an ASKING SENTENCE, a period after a TELLING SENTENCE, and beginning both TELLING AND ASKING SENTENCES with capital letters.

Wh words (and How) make it easy to recognize ASKING SENTENCES.

Asking sentences are also called QUESTIONS.

REVIEW IT

1. The sentence Where is my book? _____ something.
2. It is called an _____ _______.
3. An ASKING SENTENCE begins with a capital letter and ends with a ________ ______.
4. The words that often begin ASKING SENTENCES are: ____ _____ _____ ______ ____ and ____.
5. Wh words (and How) make it easy to recognize _____ sentences.
6. Asking sentences are also called ________.

Building Writing Competency

PRACTICE PAGE

Page 4
Level 4
Series 1
Practice B

INFORMATION CAVE

Wh words (and How) at the beginning of a sentence often signal an ASKING SENTENCE.

We can use punctuation to show TELLING SENTENCES AND ASKING SENTENCES

Like this: who passed the papers mary passed the papers

EXTRA TIP:
A. *Who passed the papers?*
B. *Mary passed the papers.*

DIRECTIONS FOR 'TRY IT': On your separate paper, write the words in the line below as two separate sentences. One sentence will be a TELLING SENTENCE, and the other sentence will be an ASKING SENTENCE. Use capitals, correct punctuation, and correct spelling.

Use the extra tip in the Information Cave if you have trouble getting started. After you finish the TRY IT sentences, the teacher will check your sentences (or put correct sentences on the board). YOU MAY NOT GO ON UNTIL YOUR TRY IT SENTENCES ARE CORRECT.

who passed the papers mary passed the papers

A. __ ______ __ ______
B. ___ _ ____ ______

Directions for setting up your separate paper.

Name *Date*
Telling and Asking
Sentences
A. *Who* ___ ___ ___
B. ________

DIRECTIONS FOR 'WRITE IT': On your separate paper, write the words in the lines below as two separate sentences. One sentence in each line will be a TELLING SENTENCE, and the other sentence in each line will be an ASKING SENTENCE. Use capital letters, correct punctuation, and correct spelling.

i lost my pencil when did you lose it

1. _ ____ __ ______
2. ____ __ ___ _____ __

where is the pencil box the pencil box is on the table

3. _____ ___ ___ _____ ___
4. __ _____ __ _ _ ___ ____

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

ASKING SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write correct ASKING SENTENCES. We will learn that question words ask for special information.

STUDY IT

STUDY CHART

We can write better ASKING SENTENCES if we think about what QUESTION WORDS ask.

QUESTION WORDS ask for more than yes or no.

Who asks about a person.	When asks about a time.
What asks about a thing.	Where asks about a place.
How asks about a way to do something.	Why asks about a reason for something.

__________________ wants to go fishing? Use WHO because we are ASKING about persons.

REVIEW IT

1. Today we will use question words that ask for more than yes or __.
2. WHO asks about a ____________.
3. WHAT asks about a ____________.
4. HOW asks about a ______________________.
5. WHEN asks about a ____________________.
6. WHERE asks about a ___________________.
7. WHY asks about a ______________________.

Building Writing Competency

PRACTICE PAGE

Page 6
Level 4
Series 1
Practice C

INFORMATION CAVE

These question words ask for more than yes or no:

- WHO asks about a person.
- What asks about a thing.
- How asks about a way to do something.
- When asks about a time.
- Where asks about a place.
- Why asks about a reason for something.

We can pick the best WH word to use in writing an ASKING SENTENCE. Like this:

___ wants to go fishing? ____ is the best place to fish?

EXTRA TIP: A. *Who wants to go fishing?* B. *Where* __ __ ___ ____ _ ___

DIRECTIONS FOR 'TRY IT': Pick the best question word for each ASKING SENTENCE. Then write the sentence on your separate paper. Use capitals, correct punctuation, and correct spelling.

Use the extra tip in the Information Cave if you have trouble getting started. After you finish the TRY IT sentences, the teacher will check your sentences (or put correct sentences on the board). YOU MAY NOT GO ON UNTIL YOUR TRY IT SENTENCES ARE CORRECT.

A. ______________wants to go fishing

B. ______________is the best place to fish

Directions for setting up your separate paper.

Name *Date*

QUESTION WORDS

A. *Who* ___ __ __ ____

B. ____________________

DIRECTIONS FOR 'WRITE IT': Pick the best question word for each ASKING SENTENCE in one through four. Then write the sentence on your separate paper. Use capitals and correct punctuation.

1. ___________shall we leave
2. ___________is on your hook
3. ___________didn't you come with us
4. ___________can we carry all the fish

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

TELLING AND ASKING SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write correct sentences. We will use question words to change TELLING SENTENCES into ASKING SENTENCES.

STUDY IT

STUDY CHART

We can use question words to change a TELLING SENTENCE into a QUESTION SENTENCE.

The whole class wants to go fishing.
WHO wants to go fishing?

We remember that WHO is the question word that asks about persons. So we use WHO to change the sentence into an ASKING SENTENCE.

Folsom Lake is the best place to fish. WHERE is the question word that asks about a place.

So the ASKING SENTENCE would be:

WHERE is the best place to fish?

REVIEW IT

1. We can use question words to change a TELLING SENTENCE into an ________ ________.
2. WHO is the question that asks about ________.
3. To change The whole class wants to go fishing into an ASKING SENTENCE we would say __ ___ __ __ ____?
4. WHERE is the question word that asks about a ________.
5. To change Folsom Lake is the best place to fish into an ASKING SENTENCE we would write ___ __ __ ___ ___ __ ___?

Building Writing Competency

PRACTICE PAGE

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Level 4
Series 1
Practice D

INFORMATION CAVE

REMEMBER - These question words ask about:

Who asks about a person.	When asks about a time.
What asks about a thing.	Where asks about a place.
How asks about a way to do something.	Why asks about a reason for something.

We can use WH words to change TELLING SENTENCES into ASKING SENTENCES.

Like this: The whole class wants to go fishing.

EXTRA TIP: A. *Who wants to go fishing?* B. *Where* __ __ ___ ___ _ ___?

DIRECTIONS FOR 'TRY IT': On your separate paper, use one of the question words from the INFORMATION CAVE to write ASKING SENTENCES from the telling sentences in A. and B. Use capitals, correct punctuation, and correct spelling.

Use the extra tip in the Information Cave if you have trouble getting started. After you finish the TRY IT sentences, the teacher will check your sentences (or put correct sentences on the board). YOU MAY NOT GO ON UNTIL YOUR TRY IT SENTENCES ARE CORRECT.

The whole class wants to go fishing.

A. Who ___ __ __ _____

Folsom Lake is the best place to fish.

B. Wh___ ___ ___ ____ __ _____

Directions for setting up your separate paper.

Name *Date*

Changing Sentences

A. *Who wants to go fishing?*

B. *Wh___* __ __ ___ ___ _ ___

DIRECTIONS FOR 'WRITE IT': On your separate paper, use question words to change the Telling Sentences to ASKING SENTENCES. Write the ASKING SENTENCES on your separate paper, using capitals, correct punctuation and correct spelling.

1. We will leave at 3:00 o'clock. Wh__ ____ ___ ______
2. A fish is on your hook. Wh__ ___ ___ ___ _____
3. He didn't come with us because he had a cold. Wh_ _____ __ _____ ____ ___
4. We can carry all the fish in a bucket. H__ ___ _ _____ __ ___ ____

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

'WRITE IT' CORRECTING BANK

Practice A:

1. The apples are ripe.
2. They should be picked.
3. We picked the apples.
4. We picked three boxes of apples.

Practice B:

1. I lost my pencil.
2. When did you lose it?
3. Where is the pencil box?
4. The pencil box is on the table.

Practice C:

1. When shall we leave?
2. What is on your hook?
3. Why didn't you come with us?
4. How can we carry all the fish?

Practice D:

1. When will we leave?
2. What is on your hook?
3. Why didn't he come with us?
4. How can we carry all the fish?

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

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Level 4
Series 1
Practice: Mastery Test

Telling and Asking Sentences

On your separate paper, use capitals and punctuation to write the words in each line below as two separate sentences.

1. we have an apple tree ____________________ 2. we like apples ______________

Who asks about a person.
What asks about a thing.
How asks about a way to do something.

When asks about a time.
Where asks about a place.
Why asks about a reason for something.

Use a question word from the list above to write correct sentences with the words below.

3. _____ wants to go fishing

4. _____ is the best place to fish

Use one of the question words from the above list to write asking sentences from the telling sentences in 5 and 6.

5. Folsom Lake is the best place to fish. Wh___ __ ___ ____ _____ __ ____

6. We will leave at 3:00 o'clock. Wh__ ____ __ ____

Building Writing Competency

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Level 4
Series 2
Practice A

SENTENCE PARTS - STUDY PAGE

OBJECTIVE

Step by step, we will write SENTENCE PARTS. We will practice writing the which person/what thing sentence part, the SUBJECT.

STUDY IT

STUDY CHART

REMEMBER: A telling sentence has two parts. One of these parts names WHICH PERSON or WHAT THING.

WHICH PERSON/WHAT THING PART

1. Judy (which person SUBJECT) ran to school.
2. She (which person SUBJECT) was late.

Since we are studying step by step, this week we will practice using only WHICH PERSON SUBJECTS.

In sentence number one - JUDY names which person.
In sentence number two - SHE names which person.

The name of the which person/what thing sentence part is the SUBJECT.

JUDY	which person SUBJECT
SHE	which person SUBJECT
THE MAN	which person SUBJECT

REVIEW IT

1. A telling sentence has ________ parts.
2. One part of a telling sentence names which person/ _____ ______.
3. JUDY names which _______.
4. SHE names which _______.
5. The name of the which person/what thing part is the ________.
6. JUDY is the _______ of sentence number one.
7. SHE is the ________ of sentence number two.
8. What kind of subjects will we practice today? which _____ subjects.
9. We use just the which person subjects because it is easier to learn ____ by ____.

Building Writing Competency

PRACTICE PAGE

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Level 4
Series 2
Practice A

INFORMATION CAVE

REMEMBER: The SUBJECT part of a sentence tells WHICH PERSON or WHAT THING. Since we are studying step by step, this week we will practice using only WHICH PERSON SUBJECTS.

We can choose a subject from a SUBJECT LIST and use it with other words to write a correct sentence:

Like this: SUBJECT LIST: Judy - She
A. ______ forgot to set her clock.

EXTRA TIP: A. *Judy forgot to set her clock.*

DIRECTIONS FOR 'TRY IT': From the SUBJECT LIST below choose a subject to fit with the words in A. and B. Then write the sentences on your separate paper. Use each subject once.

Use the extra tip in the Information Cave if you have trouble getting started. After you finish the TRY IT sentences, the teacher will check your sentences (or put correct sentences on the board). YOU MAY NOT GO ON UNTIL YOUR TRY IT SENTENCES ARE CORRECT.

SUBJECT LIST: Judy - She

A. ______ forgot to set her clock.

B. ______ was late to school.

REMEMBER: Name, date, and title. Use as many lines as you need for a sentence. Do not skip lines between sentences.

DIRECTIONS FOR 'WRITE IT': From the SUBJECT LIST below choose a subject to fit with the words in one through four. Although each subject will fit with more than one sentence, choose the one that makes the most sense. Then write the sentences on your separate paper. Use each subject once.

SUBJECT LIST: Mom - Dad - Judy - She

1. ________ liked to get to school early.
2. ________ set her clock radio each night.
3. ________ usually had breakfast early.
4. ________ would drive her to school.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

SENTENCE PARTS - STUDY PAGE

OBJECTIVE

Step by step, we will write SENTENCE PARTS. We will practice writing the which person/what thing sentence part, the SUBJECT.

STUDY IT

STUDY CHART

REMEMBER: A telling sentence has two parts. One of these parts names WHICH PERSON or WHAT THING and is called the SUBJECT .

WHICH PERSON/WHAT THING PART

1. The teacher (which person) unlocked the door.
2. The new principal (which person) is nice.

In sentence number one, The teacher is the subject part of the sentence. The teacher names WHICH PERSON. In sentence number two, The new principal is the subject part of the sentence. The new principal names WHICH PERSON.

To help us learn step by step, we will practice with just WHICH PERSON subjects this week. Next week we will practice with just WHAT THING subjects.

REVIEW IT

1. A telling sentence has _________ parts.
2. One part of a telling sentence names _____ ______ or ____ _____.
3. The teacher is the _________ part of the sentence.
4. The teacher names ______ ________.
5. The new principal is the _______ part of the sentence.
6. The new principal names ______ _________.

Building Writing Competency

PRACTICE PAGE

Page 14
Level 4
Series 2
Practice B

INFORMATION CAVE

REMEMBER: The subject part of a sentence names WHICH PERSON or WHAT THING.

We can choose a WHICH PERSON subject from a MIXED SUBJECT LIST and use it with other words to write a correct sentence. Like this:

MIXED SUBJECT LIST: The teacher - The new principal - The key

A. ___ _______ unlocked the door.

REMEMBER: WE ARE USING ONLY WHICH PERSON SUBJECTS.

EXTRA TIP: *A. The teacher unlocked the door.*

DIRECTIONS FOR 'TRY IT': Choose WHICH PERSON subjects from the MIXED SUBJECT LIST that can be used with the words below. Then write correct sentences on your separate paper. Use a subject only once, AND USE ONLY WHICH PERSON SUBJECTS.

Use the extra tip in the Information Cave if you have trouble getting started. After you finish the TRY IT sentences, the teacher will check your sentences (or put correct sentences on the board). YOU MAY NOT GO ON UNTIL YOUR TRY IT SENTENCES ARE CORRECT.

MIXED SUBJECT LIST: The teacher - The new principal - The key

A. ___ _______ unlocked the door.

B. ___ ___ _______ is nice.

REMEMBER: Name, Date, Title, Which Person Subjects

DIRECTIONS FOR 'WRITE IT': Choose a WHICH PERSON subject from the MIXED SUBJECT LIST that can be used to write a correct sentence with the words below. Although each subject will fit with more than one sentence, choose the one that makes the most sense.

MIXED SUBJECT LIST:
Bob - The teacher - We - I - Village School - Our room

1. _____ _____ taught an interesting science lesson.
2. ___________ used our new science books.
3. ___________ enjoy my new science book.
4. ___________ takes his science book home every day.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

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Level 4
Series 2
Practice C

SENTENCE PARTS - STUDY PAGE

OBJECTIVE

Step by step, we will write SENTENCE PARTS. We will practice writing the which person/ what thing sentence part, the SUBJECT.

STUDY IT

STUDY CHART

REMEMBER: A telling sentence has two parts. One of these parts names WHICH PERSON or WHAT THING.

The part of the sentence that names WHICH PERSON or WHAT THING is called the subject. It will help us learn more about sentence parts if we write out the subject part. Then we will learn even more by writing out whether the subject names WHICH PERSON or WHAT THING. Like this:

The boy finished the science lesson.

The boy is the subject part of the sentence. The boy names which person.

To help us learn step by step, we will practice with just WHICH PERSON subjects this week. Next week we will practice using just WHAT THING subjects.

REVIEW IT

1. A telling sentence has _______ parts.
2. One of these parts tells _____ _______ or ______ _____.
3. The part of the sentence that names WHICH PERSON or WHAT THING is called the _________.
4. It will help us learn more about sentence parts if we write out the ________ part.
5. Then we will learn even more by writing whether the subject names ______ _______ or _______ ______.
6. ____ ____ is the subject part of the sentence.
7. The boy names _______ ________.

Building Writing Competency

PRACTICE PAGE

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Series 2
Practice C

INFORMATION CAVE

We can choose the WHICH PERSON subjects from a mixed list of WHICH PERSON and WHAT THING SUBJECTS. We can use the WHICH PERSON subject to write a sentence. Then we can write what the subject is and what the subject names. Like this:

MIXED SUBJECT LIST: The boy - The school
A. _______ finished the science lesson.
B. ______ is the subject part of the sentence.
C. ______ names _____ _____. (Write all words!)

EXTRA TIP: A. *The boy finished the science lesson.*
B. *The boy is the subject part of the sentence.*
C. *The boy names which person.*

DIRECTIONS FOR 'TRY IT': Choose a WHICH PERSON subject from the MIXED SUBJECT LIST and use it to write a sentence with the words below. Then, on the next two lines of your paper, write what the subject is and what the subject names.

MIXED SUBJECT LIST: The boy - The school

A. _________ finished the science lesson. Write all words on your separate paper.
B. _________ is the subject part of the sentence. (Write all words!)
C. _________ names ____ _____. (Write all words.)

DIRECTIONS FOR 'WRITE IT': Choose a WHICH PERSON subject from the MIXED SUBJECT LIST and use it to write a sentence with the words in numbers one and four. Although each subject will fit with more than one sentence, choose the one that makes the most sense. Then on the next two lines of your paper, write what the subject is and what the subject names.

MIXED SUBJECT LIST: I - Mrs. Hale - The science book - The pencil

1. _______ is a good teacher.
2. _______ is the subject part of the sentence. (Write all words.)
3. _______ names ____ ____. (Write all words.)
4. _______ learned many things about science.
5. _______ is the subject part of the sentence.
6. _______ names ____ ____. (Write all words.)

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

SENTENCE PARTS - STUDY PAGE

OBJECTIVE

Step by step, we will write SENTENCE PARTS. We will practice writing the which person/ what thing sentence part, the SUBJECT.

STUDY IT

STUDY CHART

REMEMBER: A telling sentence has two parts. One of these parts names WHICH PERSON or WHAT THING.

The part of the sentence that names WHICH PERSON or WHAT THING is called the subject.

It will help us learn about sentence parts if we write out the subject part. Then we will learn even more if we write out whether the subject names WHICH PERSON or WHAT THING.

Like this:

Our mailman brought my package.

Our mailman is the subject part of the sentence.

Our mailman names which person.

REVIEW IT

1. A telling sentence has ________ parts.
2. One of these parts names _____ _____ or _____ _____.
3. The part of the sentence that names WHICH PERSON or WHAT THING is called the ________.
4. It will help us learn about sentence parts if we practice writing out the ______ _______.
5. Then we will learn even more if we write out whether the subject names ________ ________ or ________ ________.
6. Our mailman is the ______ part of the sentence.
7. ______ ______ names ______ ______.

Building Writing Competency

PRACTICE PAGE

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Series 2
Practice D

INFORMATION CAVE

First, we can choose WHICH PERSON SUBJECTS from a MIXED SUBJECT LIST. Then we can use the WHICH PERSON SUBJECT to join with other words to write a correct sentence. Finally we will write the subject and tell what the subject names. Like this:

MIXED SUBJECT LIST: Our mailman - The mail truck - The post office
A. ___ _______ brought my package.
B. ___ _______ is the subject part of the sentence.
C. ___ _______ names _____ ______. (Write all words.)

EXTRA TIP: A. *Our mailman brought my package.*
B. *Our mailman is the subject part of the sentence.*
C. *Our mailman names which person.*

DIRECTIONS FOR 'TRY IT': Choose a WHICH PERSON subject from the MIXED SUBJECT LIST that can be used to make a sentence with the words below. Then write the correct sentence on your separate paper. On the next two lines write what the subject is and whether the subject names WHICH PERSON or WHAT THING.

MIXED SUBJECT LIST: Our mailman - The mail truck - The post office
A. ___ _______ brought my package.
B. ___ _______ is the subject part of the sentence.
C. ___ _______ names _____ ______.

DIRECTIONS FOR 'WRITE IT': Choose a WHICH PERSON subject from the MIXED SUBJECT LIST that can be used to make a sentence with the words in numbers 1 and 4. Although each subject will fit with more than one sentence, choose the one that makes the most sense. Then write the correct sentence on your separate paper. On the next two lines write what the subject is and whether the subject names WHICH PERSON or WHAT THING.

MIXED SUBJECT LIST: The market - Our neighbor - Mother - The bakery
1. ________ gave us some berries.
2. ________ is the subject part of the sentence.
3. ________ names _____ ______.
4. ________ made a berry pie.
5. ________ is the subject part of the sentence.
6. ________ names _____ ______.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

'WRITE IT' CORRECTING BANK

PRACTICE A: ANY SENTENCE THAT MAKES SENSE WILL BE CORRECT.

1. Judy liked to get to school early.
2. She set her clock radio each night.
3. Mom usually had breakfast early.
4. Dad would drive her to school.

PRACTICE B: ANY SENTENCE THAT MAKES SENSE WILL BE CORRECT.

1. The teacher taught an interesting science lesson.
2. We used our new science books.
3. I enjoy my new science book.
4. Bob takes his science book home every day.

PRACTICE C: ANY SENTENCE THAT MAKES SENSE WILL BE CORRECT.

1. Mrs. Hale is a good teacher.
2. Mrs. Hale is the subject part of the sentence.
3. Mrs. Hale names which person.
4. I learned many things about science.
5. I is the subject part of the sentence.
6. I names which person.

PRACTICE D: ANY SENTENCE THAT MAKES SENSE WILL BE CORRECT.

1. Our neighbor gave us some berries.
2. Our neighbor is the subject part of the sentence.
3. Our neighbor names which person.
4. Mother made a berry pie.
5. Mother is the subject part of the sentence.
6. Mother names which person.

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

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Series 2
Practice: Mastery Test

SENTENCE PARTS - WHICH PERSON

Read the directions and write sentences on a separate paper.

Choose a WHICH PERSON subject from the MIXED SUBJECT LIST and use it to write a sentence with the words in numbers one, four, and seven Then on the next two lines of your paper, write what the subject is and what the subject names.

MIXED SUBJECT LIST: I - Mrs. Hale - The science book - The pencil - The market - Our neighbor - Mother - The bakery

1. ________ is a good teacher.
2. ________ is the subject part of the sentence.
3. ________ names _____ ______.

4. ________ gave us some berries.
5. ________ is the subject part of the sentence.
6. ________ names _____ ______.

7. ________ made a berry pie.
8. ________ is the subject part of the sentence.
9. ________ names _____ ______.

Building Writing Competency

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Series 3
Practice A

SENTENCE PARTS - STUDY PAGE

OBJECTIVE

Step by step, we will write SENTENCE PARTS. We will practice writing the which person/ what thing sentence part, the SUBJECT.

STUDY IT

STUDY CHART

REMEMBER: A telling sentence has two parts. One part, the SUBJECT, names which person or what thing. This week we will practice using only what thing subjects.

SUBJECT PART

(which person/what thing)

1. The boat (what thing) sank.
2. Bigfoot (what thing) ran away.

In sentence number one - The boat is the SUBJECT.
The boat names what thing.

In sentence number two - Bigfoot is the SUBJECT.
Bigfoot names what thing.

SUBJECTS		SUBJECTS	
JUDY	(which person)	THE BOAT	(what thing)
SHE	(which person)	BIGFOOT	(what thing)
THE MAN	(which person)	A JET	(what thing)

REVIEW IT

1. A telling sentence has _____ parts.
2. The subject part names ____ _____ / _____ ______.
3. The boat is the _____ part of the sentence.
4. The subject THE BOAT names _______ _______.
5. BIGFOOT is the ________ part of the sentence.
6. BIGFOOT, THE SUBJECT part, names _______ _______.
7. Look at the subjects in the STUDY CHART.
   Which subjects tell which person? ______, ______, ______.
   Which subjects tell what thing? ______, ______, ______.
8. Last week, we practiced with just which person subjects. This week, we will practice with just _______ _______ subjects.
9. We use just the WHAT THING subjects because it is easier to learn Step by step.

Building Writing Competency

PRACTICE PAGE

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Series 3
Practice A

INFORMATION CAVE

REMEMBER: SUBJECTS tell WHICH PERSON or WHAT THING. (Since we are studying step by step, we will practice only with WHAT THING SUBJECTS today.)
We can choose WHAT THING subjects from a MIXED SUBJECT LIST and write a correct sentence. Then we can tell whether it names which person or what thing. Like this:

MIXED SUBJECT LIST: Bigfoot - The cave - The old man - The hiker

(which person/what thing)

A. Bigfoot lived in a cave. (__________ __________)

EXTRA TIP: *Bigfoot lived in a cave.* *(what thing)*

DIRECTIONS FOR 'TRY IT': From the MIXED SUBJECT LIST below, choose what thing subjects to fit each sentence. Then write the sentence on your separate paper. After each sentence, list whether the subject names which person or what thing.

Use the extra tip in the Information Cave if you have trouble getting started. After you finish the TRY IT sentences, the teacher will check your sentences (or put correct sentences on the board). YOU MAY NOT GO ON UNTIL YOUR TRY IT SENTENCES ARE CORRECT.

Name, Title - Use another line for long sentences. Do not skip lines.

MIXED SUBJECT LIST: Bigfoot - The cave - The old man - The hiker

(which person/what thing)

A. ______ lived in a cave. (__________ __________)

B. ___ ___ was high in the mountains. (__________ __________)

DIRECTIONS FOR 'WRITE IT': From the MIXED SUBJECT LIST below, choose what thing subjects to fit each sentence. Then write the sentences on your separate paper. Use each subject once. After each sentence, list whether the subject names which person or what thing.

MIXED SUBJECT LIST: Tales - Clowns - Footprints - Bigfoot - The man - The truth

(which person/what thing)

1. ________ might not be real. (__________ __________)
2. ________ have been found. (__________ __________)
3. ________ is not known. (__________ __________)
4. ________ are fun to think about. (__________ __________)

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

Page 23
Level 4
Series 3
Practice B

SENTENCE PARTS - STUDY PAGE

OBJECTIVE

Step by step, we will write SENTENCE PARTS. We will practice writing the which person/what thing sentence part, the SUBJECT.

STUDY IT

STUDY CHART

REMEMBER: A telling sentence has two parts. One part, the SUBJECT, names which person or what thing.

SUBJECT PART
(which person/what thing)

1. The ship (what thing) sailed away.
2. My dog (what thing) chased the cat.

In sentence number one, The ship is the subject part of the sentence. The ship names WHAT THING.

In sentence number two, My dog is the subject part of the sentence. My dog names WHAT THING.

To help us learn step by step, we will practice with just WHAT THING subjects this week.

REVIEW IT

1. A telling sentence has ______ parts.
2. One of these parts names _____ _____ or _____ _____.
3. The ship is the _______ part of the sentence.
4. The ship names _____ _____.
5. My dog is the ______ part of the sentence.
6. My dog names _____ _____.

INFORMATION CAVE

We can choose WHAT THING subjects from a MIXED SUBJECT LIST and write a correct sentence. Then we can tell whether it names which person or what thing. Like this:

MIXED SUBJECT LIST: The ship - The pilgrims - A storm

(which person/what thing)

A. ___ ____ sailed away. (____________ __________)

EXTRA TIP: A. *The ship sailed away. (what thing)*

DIRECTIONS FOR 'TRY IT': From the MIXED SUBJECT LIST below, choose what thing subjects to fit each sentence. Then write the sentence on your separate paper. After each sentence, list whether the subject names which person or what thing.

Name, Title - Use another line for long sentences. Do not skip lines.

MIXED SUBJECT LIST: The ship - The pilgrims - A storm

(which person/what thing)

A. ___ ____ sailed away. (____________ __________)

B. ___ ____ pounded the ship. (____________ __________)

DIRECTIONS FOR 'WRITE IT': From the MIXED SUBJECT LIST below, choose what thing subjects to fit each sentence. Then write the sentences on your separate paper. Use each subject once. After each sentence, list whether the subject names which person or what thing.

MIXED SUBJECT LIST: The sails - The ship - The pilgrims -
Food - People - The weather - The sailor

(which person/what thing)

1. ____ _____ was cold and wet. (____________ __________)
2. ____ _____ finally reached America. (____________ __________)
3. __________ was running low. (____________ __________)
4. ___ _____ were wet and torn. (____________ __________)

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

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Level 4
Series 3
Practice C

SENTENCE PARTS - STUDY PAGE

OBJECTIVE

Step by step, we will write SENTENCE PARTS. We will practice writing the which person/ what thing sentence part, the SUBJECT.

STUDY IT

STUDY CHART

A telling sentence has two parts. One of these parts names WHICH PERSON or WHAT THING.

The part of the sentence that names WHICH PERSON or WHAT THING is called the subject. It will help us to learn more about sentence parts if we write out the subject part. Then we will learn even more by writing out whether the subject names WHICH PERSON or WHAT THING.

Like this:

My dog is funny.
My dog is the subject part of the sentence.
My dog names WHAT THING.
To help us learn step by step, we will practice with just WHAT THING subjects this week. Next week we will practice with both WHICH PERSON and WHAT THING subjects.

REVIEW IT

1. A telling sentence has _____ parts.
2. One of these parts names ____ ____ or ____ ____.
3. The part of the sentence that names WHICH PERSON or WHAT THING is called the ______.
4. It will help us learn more about sentence parts if we write out the _______ part.
5. Then we will learn even more by writing out whether the subject names WHICH PERSON or _________.
6. My dog is the _____ part of the sentence.
7. My dog names ______ ______.

Building Writing Competency

PRACTICE PAGE

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Series 3
Practice C

INFORMATION CAVE

We can choose WHAT THING subjects from a mixed list of WHICH PERSON and WHAT THING subjects. We can use the WHAT THING subject to write a correct sentence. Then we can write what the subject is and what the subject names. Like this:

MIXED SUBJECT LIST: My dog - My brother - The fence

EXTRA TIP:
A. My dog is funny.
B. My dog is the subject part of the sentence.
C. My dog names WHAT THING.

DIRECTIONS FOR 'TRY IT': Choose a WHAT THING SUBJECT from the MIXED SUBJECT LIST and use it to write sentences with the words in A and B. Write the correct sentence on your separate paper. After the correct sentence, rewrite the subject and tell what the subject names.

MIXED SUBJECT LIST: My dog - My brother - The fence

A. ___ _____ is funny.

B. ___ _____ is the subject part of the sentence.

C. ___ _____ names ____ _____.

DIRECTIONS FOR 'WRITE IT': Choose WHAT THING subjects from the MIXED SUBJECT LIST and use them to write sentences with the words in number 1 and 4. Write the correct sentence on your separate paper. Then rewrite the subject and tell what the subject names.

MIXED SUBJECT LIST: My dog - The neighbor - The cat

1. ___ _____ barks at the cat.

2. ___ _____ is the subject part of the sentence.

3. ___ _____ names _____ _____.

4. ___ _____ gets angry. (Careful!)

5. ___ _____ is the subject part of the sentence.

6. ___ _____ names _____ ______.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

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Level 4
Series 3
Practice D

SENTENCE PARTS - STUDY PAGE

OBJECTIVE

Step by step, we will write SENTENCE PARTS. We will practice writing the which person/what thing sentence part, the SUBJECT.

STUDY IT

STUDY CHART

A telling sentence has two parts. One of these parts names WHICH PERSON or WHAT THING.

The part of the sentence that names WHICH PERSON or WHAT THING is called the subject. It will help us to learn more about sentence parts if we write out the subject part. Then we will learn even more by writing out whether the subject names WHICH PERSON or WHAT THING.

Like this:

Village School has a new principal.
Village School is the subject part of the sentence.
Village School names WHAT THING.

To help us learn step by step, we will practice with just WHAT THING subjects this week. Next week we will practice with both WHICH PERSON and WHAT THING subjects.

REVIEW IT

1. A telling sentence has _____ parts.
2. One of these parts names WHICH PERSON or ___ _____.
3. The part of the sentence that names WHICH PERSON or WHAT THING is called the _______.
4. It will help us learn more about sentence parts if we write out the _______ part.
5. Then we will learn even more by writing out whether the subject names _____ _______ or what thing.
6. Village School is the _____ part of the sentence.
7. Village School names ______ ____.

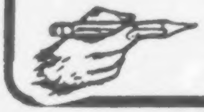
Building Writing Competency

PRACTICE PAGE

INFORMATION CAVE

We can choose the WHAT THING subjects from a mixed list of WHICH PERSON and WHAT THING subjects. We can use the WHAT THING subject to write a correct sentence. Then we can write what the subject is and what the subject names. Like this:

MIXED SUBJECT LIST: Village School - The teachers



A. Village School has a new principal.
B. Village School is the subject part of the sentence.
C. Village School names WHAT THING.

DIRECTIONS FOR 'TRY IT': Choose a WHAT THING subject from the MIXED SUBJECT LIST and use it to write sentences with the words in A and B. After the correct sentence, rewrite the subject and tell what the subject names.

MIXED SUBJECT LIST: Village School - The teachers - The classrooms

A. ______ ______ has a new principal.

B. ______ ______ is the subject part of the sentence.

C. ______ ______ names ____ _____.

DIRECTIONS FOR 'WRITE IT': Choose WHAT THING subjects from the MIXED SUBJECT LIST and use them to write sentences with the words in number 1 and 4. After you have written the correct sentence, rewrite the subject and what the subject names.

MIXED SUBJECT LIST: Our school - My mother - North Highlands - Our teacher

1. ______ ______ looks very nice.
2. ______ ______ is the subject part of the sentence.
3. ______ ______ names ______ ______.
4. ______ ______ is a nice place to live.
5. ______ ______ is the subject part of the sentence.
6. ______ ______ names ______ ______.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected *after* scores are marked.

'WRITE IT' CORRECTING BANK

PRACTICE A: ANY SENTENCE THAT MAKES SENSE WILL BE CORRECT.

1. Bigfoot might not be real. (what thing)
2. Footprints have been found. (what thing)
3. The truth is not known. (what thing)
4. Tales are fun to think about. (what thing)

PRACTICE B: ANY SENTENCE THAT MAKES SENSE WILL BE CORRECT.

1. The weather was cold and wet. (what thing)
2. The ship finally reached America. (what thing)
3. Food was running low. (what thing)
4. The sails were wet and torn. (what thing)

PRACTICE C: ANY SENTENCE THAT MAKES SENSE WILL BE CORRECT.

1. My dog barks at the cat.
2. My dog is the subject part of the sentence.
3. My dog names what thing.
4. The cat gets angry.
5. The cat is the subject part of the sentence.
6. The cat names what thing.

PRACTICE D: ANY SENTENCE THAT MAKES SENSE WILL BE CORRECT.

1. Our school looks very nice.
2. Our school is the subject part of the sentence.
3. Our school names what thing.
4. North Highlands is a nice place to live.
5. North Highlands is the subject part of the sentence.
6. North Highlands names what thing.

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

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Level 4
Series 3
Practice: Mastery Test

SENTENCE PARTS - WHAT THING

Read the directions and write sentences on a separate paper.

Choose WHAT THING subjects from the MIXED SUBJECT LIST and use them to write sentences with the words in numbers 1-6. After you have written the correct sentence, rewrite the subject and what the subject names.

MIXED SUBJECT LIST: Our school - My mother - North Highlands
Our teacher

1. _____ _____ looks very nice.
2. _____ _____ is the subject part of the sentence.
3. _____ _____ names _____ _____ .

4. _____ _____ is a nice place to live.
5. _____ _____ is the subject part of the sentence.
6. _____ _____ names _____ _____ .

SENTENCE PARTS - STUDY PAGE

OBJECTIVE

Step by step, we will write SENTENCE PARTS. We will practice writing the which person/what thing sentence part, the SUBJECT.

STUDY IT

STUDY CHART

REMEMBER: A telling sentence has two parts. One part, THE SUBJECT, names which person or what thing.

SUBJECT PART
which person/what thing

1. Alice (which person) fishes in the lake.
2. The fishing pole (what thing) is new.

In sentence number one, Alice is the SUBJECT. (Alice names which person.)

In sentence number two, The fishing pole is the subject. (The fishing pole names what thing.)

Can you tell whether these subjects name which person or what thing?

The boat (?) My dad (?) Folsom Lake (?)

REVIEW IT

1. A telling sentence has ______ parts.
2. One part, the SUBJECT, names _____ ______/_____ _____.
3. The part that names _____ _____/____ _____ is called the _____.
4. Alice is the _____ part of sentence number one.
5. Alice names ______ _____.
6. The fishing pole is the ______ of sentence number two.
7. The fishing pole names _____ _____.
8. The boat names _____ _____.
9. My dad names _____ _____.
10. Folsom Lake names _____ _____.

Building Writing Competency

PRACTICE PAGE

INFORMATION CAVE

REMEMBER: The SUBJECT part of the sentence names WHICH PERSON or WHAT THING.

We can choose WHICH PERSON subjects or WHAT THING subjects from a MIXED SUBJECT LIST. After we use the subject in a sentence, we can rewrite the subject and add whether it names WHICH PERSON or WHAT THING.

Like this: MIXED SUBJECT LIST: Alice - The lake

A. _____ fished in the lake. (_____ names _____ ______)

EXTRA TIP: A. *Alice fished in the lake. (Alice names which person.)*

TRY IT

DIRECTIONS FOR 'TRY IT': From the SUBJECT LIST below, choose a subject to fit each sentence. Then write the sentences on your separate paper. After each sentence, rewrite the subject and tell whether it names WHICH PERSON or WHAT THING.

SUBJECT LIST: Alice - The lake

You might need to use more than one line.

A. _______ fished in the lake. (_______ names _____ _______)
B. _______ was a good place to fish. (_______ names _____ _______)

WRITE IT

DIRECTIONS FOR 'WRITE IT': From the SUBJECT LIST below, choose a subject to fit each sentence. Then write the sentences on your separate paper. After each sentence, rewrite the subject and tell whether it names WHICH PERSON or WHAT THING. Use each subject once.

SUBJECT LIST: Alice - Folsom Lake - She - The fish

1. _______ learned to fish last summer. (_______ names _____ ______)
2. _______ fished on Folsom Lake. (_______ names _____ ______)
3. _______ is close to Sacramento. (_______ names _____ ______)
4. _______ tasted very good. (_______ names _____ ______)

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

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Series 4
Practice B

SENTENCE PARTS - STUDY PAGE

OBJECTIVE

Step by step, we will write SENTENCE PARTS. We will practice writing the which person/ what thing sentence part, the SUBJECT.

STUDY IT

STUDY CHART

REMEMBER: A telling sentence has two parts. One part, the SUBJECT, names which person or what thing.

1. The bike - Martin - He - A truck

   The bike names what thing. Martin names which person. He names which person. A truck names what thing.

2. The street is wet. The street is the subject. The street names what thing.

3. The truck driver stopped the truck.

   The truck driver is the subject of the sentence and it names which person.

REVIEW IT

1. The subject part of the sentence names ____ _____ or ___ ____.
2. The bike is a subject that names ___ ____.
3. Martin is a subject that names ____ _____.
4. He names ____ _____.
5. A truck names ___ ____.
6. What is the subject in sentence number two? __ _____
7. What does it name? ___ ____
8. What is the subject in sentence number three? __ ____ _____
9. What does the truck driver name? ____ _____

Building Writing Competency

PRACTICE PAGE

INFORMATION CAVE

We can list SUBJECTS to help us tell whether they name WHICH PERSON or WHAT THING.

Like this: SUBJECT LIST- James - She -The dog - The street
WHICH PERSON LIST- James - She
WHAT THING LIST - The dog - The street

To use later if you need extra help:

EXTRA TIP: A. *Which person list - Martin - He*
B. *What thing list - Rain - The street*

DIRECTIONS FOR 'TRY IT': On your separate paper, choose the which person SUBJECTS from the SUBJECT LIST below and write them on the first line of your paper. Then choose the what thing SUBJECTS from the SUBJECT LIST below and write them on the second line of your paper.

SUBJECT LIST: Martin - He - Rain - The street

A. Which person list - ______ - ________
B. What thing list - ______ - ________

DIRECTIONS FOR 'WRITE IT': Now use subjects from your WHICH PERSON LIST and from your WHAT THING LIST to write sentences with the words below. After each sentence, write the subject and tell whether the subject names which person or what thing.

1. ______ bent the wheel of his bike. (______ names _____ _____)
2. ______ crashed into a truck. (______ names _____ _____)
3. ______ was falling. (______ names _____ _____)
4. ______ was slippery. (______ names _____ _____)

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

Page 35
Level 4
Series 4
Practice C

SENTENCE PARTS - STUDY PAGE

OBJECTIVE

Step by step, we will write SENTENCE PARTS. We will practice writing the which person/ what thing sentence part, the SUBJECT.

STUDY IT

STUDY CHART

REMEMBER: A telling sentence has two parts. One part, THE SUBJECT, names which person or what thing.

SUBJECT PART
Mike saw a bear. (Mike names which person.)
The bear saw Mike. (The bear names what thing.)

Can you think up your own which person or what thing subject?

1. (which person) is at home. (names which person)
2. (what thing) is at home. (names what thing)

For today's lesson, you will think of your own subjects. Your sentences must make sense to be counted as correct.

REVIEW IT

1. A telling sentence has ______ parts.
2. One part, the ______, names _____ ____ or ____ _____.
3. Mike names ______ ______.
4. The bear names _____ _____.
5. Tell some examples of which person subjects that can be used with sentence number one in the Study Chart.
6. Tellsome examples of what thing subjects that can be used with sentence number two in the Study Chart.
7. For today's lesson, you will think of your own ______.
8. Your sentences must _____ _____ to be counted as correct.

Building Writing Competency

PRACTICE PAGE

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Series 4
Practice C

INFORMATION CAVE

We can think up our own which person or what thing subjects and use them to write sentences. We can rewrite the subject and tell what it names to help us learn more about subjects.

Like this: (Which person) saw a bear.

A. *.Mike saw a bear.* *(Mike names which person.)*

Your sentences must make sense. You must spell each word correctly if it is on this lesson or if it has been on your spelling list.

DIRECTIONS FOR 'TRY IT': Choose either a which person or what thing subject to make sense with the words in A and B. Today, we will write which person or what thing in front of words to help you. Tomorrow you will have just a blank in front of the words. After each sentence, write the subject and what the subject names. (Try to think of different subjects than the examples in the Information Cave.)

A. (Which person) saw a bear. (_______ names ____ _______)
B. (What thing) was frightened. (_______ names ____ _______)

DIRECTIONS FOR 'WRITE IT': Choose either a which person or what thing subject to make sense with the words in one through four. After each sentence, write the subject and what the subject names.

1. (Which person) ran away. (______ names ______ ______)
2. (What thing) ran away too. (______ names ______ ______)
3. (Which person) fell to the ground. (______ names ______ ______)
4. (What thing) fell to the ground. (______ names ______ ______)

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

SENTENCE PARTS - STUDY PAGE

OBJECTIVE

Step by step, we will write SENTENCE PARTS. We will practice writing the which person/ what thing sentence part, the SUBJECT.

STUDY IT

STUDY CHART

REMEMBER: A telling sentence has two parts. One part, THE SUBJECT, names which person or what thing.

Choose some subjects that would make sense with the words below. Then say the subject and tell what the subject names.

1. ______ is at home. (______ names _____ ______)
2. ______ fell to the ground. (______ names _____ ______)
3. ______ grew very tall. (______ names _____ ______)

For today's lesson, you will think of your own subjects. Your sentences must make sense to be counted as correct. You must spell each word correctly if it is on this lesson or if it has been on your spelling list.

REVIEW IT

1. A telling sentence has ______ parts.
2. One part, the ______, names _____ _____ or _____ ______.
3. Give some examples of which person and what thing subjects that can be used with each sentence in the Study Chart. When you raise your hand, be ready to give both which person and what thing examples for a subject.
4. For today's lesson, you will think of your own ________.
5. Your sentences must make ______ to be counted as correct.

Building Writing Competency

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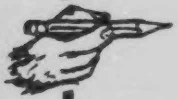
Level 4
Series 4
Practice D

PRACTICE PAGE

INFORMATION CAVE

We can use sentences that will make sense with either which person or what thing subjects. After each sentence, we can rewrite the subject and tell what it names.

A. ____ grew very tall. (______ names ______ ______)
Bill grew very tall. (*Bill names which person.*)



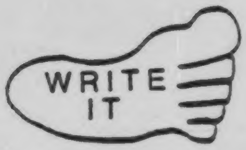
B. ___ ____ grew very tall. (___ ____ names ______ ______)
The tree grew very tall. (*The tree names what thing.*)

Your sentences must make sense. You must spell each word correctly if it is on this lesson or if it has been on your spelling list.

DIRECTIONS FOR 'TRY IT': We will think of a which person subject and a what thing subject to write two sentences with the words below. After each sentence we will write the subject and what it names.

A. ________ grew very tall. (________ names ______ ______)

B. ________ grew very tall. (________ names ______ ______)



DIRECTIONS FOR 'WRITE IT': Think of a which person subject and a what thing subject to write two sentences with the words below. After each sentence, write the subject and what it names.

1. _______ made a very loud noise. (______ names _____ ____)
2. _______ made a very loud noise. (______ names _____ ____)
3. _______ was very neat. (______ names _____ ____)
4. _______ was very neat. (______ names _____ ____)

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

'WRITE IT' CORRECTING BANK

PRACTICE A:

1. Alice learned to fish last summer. (Alice names which person.)
2. She fished on Folsom Lake. (She names which person.)
3. Folsom Lake is close to Sacramento. (Folsom Lake names what thing.)
4. The fish tasted very good. (The fish names what thing.)

PRACTICE B:

1. Martin bent the wheel of his bike. (Martin names which person.)
2. He crashed into a truck. (He names which person.)
3. Rain was falling. (Rain names what thing.)
4. The street was slippery. (The street names what thing.)

PRACTICE C: These are examples of correct answers. Accept any which person or what thing answer which makes sense.

1. Mike ran away. (Mike names which person.)
2. The bear ran away too. (The bear names what thing.)
3. Mary fell to the ground. (Mary names which person.)
4. The acorn fell to the ground. (The acorn names what thing.)

PRACTICE D: These are examples of correct answers. Accept any which person or what thing answer that makes sense.

1. Donald made a very loud noise. (Donald names which person.)
2. The bell made a very loud noise. (The bell names what thing.)
3. Mother was very neat. (Mother names which person.)
4. The room was very neat. (The room names what thing.)

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

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Level 4
Series 4
Practice: Mastery Test

SENTENCE PARTS - WHICH PERSON/ WHAT THING

Read the directions and write your sentences on a separate paper.

Think up your own WHICH PERSON subject and WHAT THING subject to write sentences with the words below. After each sentence, write the subject and add whether it names WHICH PERSON or WHAT THING.

1. ______ grew very tall. (______ names _____ ______)
2. ______ grew very tall. (______ names _____ ______)

3. _____ made a very loud noise. (______ names _____ ______)
4. _____ made a very loud noise. (______ names _____ ______)

5. _____ was very neat. (______ names _____ ______)
6. _____ was very neat. (______ names _____ ______)

SENTENCE PARTS - STUDY PAGE

OBJECTIVE

Step by step, we will write SENTENCE PARTS. We will write sentences using the sentence part that tells what the subject DOES, the PREDICATE.

STUDY IT

STUDY CHART

REMEMBER: A telling sentence has two parts. We have studied the part of the sentence that tells which person or what thing, the subject. Now we will study the other part of the sentence, the part that tells what the subject DOES.

Shelly throws the ball. (Throws the ball tells what Shelly DOES.)

The dog barks every night. (Barks every night tells what the dog DOES.)

The part of the sentence that tells what the subject DOES is called the predicate.

SUBJECT	PREDICATE
Shelly	throws the ball.
The dog	barks every night.

DOES predicates often show action: throws - barks

REVIEW IT

1. A telling sentence has ____________.
2. We have studied the part that tells which _____ or what ____, the ______.
3. Now we will study the other part of the sentence, the part that tells what the subject ______.
4. In the sentence Shelly throws the ball, throws the ball tells what Shelly _____.
5. In the sentence The dog barks every night, barks every night tells what the dog ____.
6. The part of the sentence that tells what the subject DOES is called the ______.

Building Writing Competency

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Level 4
Series 5
Practice A

PRACTICE PAGE

INFORMATION CAVE

We can choose predicates from a PREDICATE LIST and use them with subjects to write correct sentences. After each sentence, we can rewrite the predicate and write what the predicate tells. Like this:

PREDICATE LIST: hits the ball - runs in races

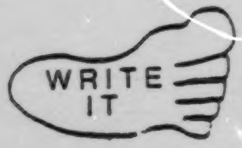
John ____ ___ _____. (___ __ ____ tells what _____ DOES)
The boy ___ __ _____. (___ __ ____ tells what _ ___ DOES)

EXTRA TIP:
A. *John hits the ball.* (*Hits the ball tells what John DOES*)
B. *The boy runs in races.* (*Runs in races tells what the boy DOES*)

DIRECTIONS FOR 'TRY IT': Choose a predicate from the PREDICATE LIST below to use in a sentence with the subjects in A and B. Use each predicate once. After each sentence, rewrite the predicate and write what the predicate tells.

PREDICATE LIST: hits the ball - runs in races

A. John ____ __ _____. (___ __ ____ tells what _____ DOES)
B. The boy ___ __ ___. (___ __ ____ tells what _ ___ DOES)



DIRECTIONS FOR 'WRITE IT': Choose a predicate from the PREDICATE LIST below to use in a sentence with the subject in one through three. Use each predicate once. Write the sentences on your separate paper. After each sentence, rewrite the predicate and write what the predicate tells.

PREDICATE LIST: washes the dishes - dries the dishes - bends in the wind - makes the beds

1. My sister _____ ___ _____. (____ ___ _____ tells what __ _____ DOES
2. My brother _____ ___ _____. (_____ ___ _____ tells what __ _____ DOES
3. The tree _____ __ ___ ____ . (_____ __ ___ ___tells what ___ ____ DOES

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

SENTENCE PARTS - STUDY PAGE

OBJECTIVE

Step by step, we will write SENTENCE PARTS. We will write sentences using the sentence part that tells what the subject DOES, the PREDICATE.

STUDY IT

STUDY CHART

REMEMBER: A telling sentence has two parts. One part names which person or what thing and is called the SUBJECT. The other part tells what the SUBJECT DOES and is called the PREDICATE. DOES PREDICATES often show action done by the SUBJECT. Today, we will use only DOES PREDICATES that show action.

David cleans his room. (Cleans his room tells what the subject does.)

Marty finishes his lessons. (Finishes his lessons tells what the subject does.)

The predicates finishes his lessons and cleans his room show action done by the subjects.

SUBJECT	PREDICATE
David	cleans his room.
Marty	finishes his lessons.

REVIEW IT

1. A telling sentence has _____ parts.
2. One part names which person or what thing and is called the ____.
3. The other part tells what the subject _____ and is called the PREDICATE.
4. DOES PREDICATES often show _____ done by the SUBJECT.
5. Cleans his room tells what the subject ____.
6. Finishes his lessons tells what the subject ____.
7. The predicates cleans his room and finishes his lessons show _____ done by the _______.

Building Writing Competency

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Level 4
Series 5
Practice B

PRACTICE PAGE

INFORMATION CAVE

We can choose DOES predicates from a MIXED LIST and use them to write correct sentences. We are using DOES predicates that show action. We can check to make sure we choose DOES predicates by asking if the predicate shows action taken by the subject. After each sentence, rewrite the predicate and write what the predicate tells. Like this:

MIXED PREDICATE LIST: finishes his lessons - is at home

A. David ___ ___ ___. (___ ___ ___ tells what ___ ___)

EXTRA TIP: A. *David finishes his lessons. (Finishes his lessons tells what David DOES.)*

TRY IT

DIRECTIONS FOR 'TRY IT': Choose DOES predicates from the MIXED PREDICATE LIST below and use them to write correct sentences for A and B. Make sure the predicates are DOES predicates by checking to see if they show action taken by the subject. After each sentence, rewrite the predicate and write what the predicate tells.

MIXED PREDICATE LIST: finishes his lessons - is at home - - brings our paper

A. David ___ ___ ___. (___ ___ ___ tells what ___ ___)

B. The paper boy ___ ___ ___. (___ ___ ___ tells what ___ ___ ___ ___)

WRITE IT

DIRECTIONS FOR 'WRITE IT': Choose DOES predicates from the MIXED PREDICATE LIST below and use them to write correct sentences for one through three. After each sentence, rewrite the predicate and write what the predicate tells. Make sure you use predicates that show action taken by the subject.

MIXED PREDICATE LIST: skims over the water - is red and white - has a new motor - washes our car - flies very high - is with the Giants - hits many homeruns

1. The baseball player ___ ___ ___. (___ ___ ___ tells what ___ ___ ___ ___)
2. The new boat ___ ___ ___ ___. (___ ___ ___ ___ tells what ___ ___ ___ ___)
3. My dad ___ ___ ___. (___ ___ ___ tells what ___ ___ ___)

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

Page 45
Level 4
Series 5
Practice C

SENTENCE PARTS - STUDY PAGE

OBJECTIVE

Step by step, we will write SENTENCE PARTS.
We will write sentences using the sentence part that tells what the subject DOES, IS, or HAS, the PREDICATE.

STUDY IT

STUDY CHART

REMEMBER: A telling sentence has two parts. One part is called the SUBJECT. The other part, the PREDICATE, tells what the subject DOES, IS, or HAS.

IS or HAS predicates are easy to find. IS or HAS predicates begin with IS or HAS. Like this:

Jim is happy. (Is happy tells what the subject IS.)
Bill has a pencil. (Has a pencil tells what the subject HAS.)

DOES predicates often show action done by the subject. Bill writes a story. (Writes a story tells what the subject DOES.)

It will help us to learn more about sentence parts if we rewrite the predicate in each sentence and add whether it tells what the subject DOES, IS, or HAS.

Like this: (Writes a story tells what the subject DOES.)
(Is happy tells what the subject IS.)
(Has a pencil tells what the subject HAS.)

REVIEW IT

1. A telling sentence has ___ parts.
2. One part is called the _______.
3. The other part, the PREDICATE, tells what the subject _____, __, or ___.
4. IS or HAS predicates are ____ to find. IS or HAS predicates begin with __ or ___.
5. DOES predicates often show ______ done by the subject.
6. Is happy tells what the subject ___.
7. Has a pencil tells what the subject ___.
8. Writes a story tells what the subject ____.

Building Writing Competency

Page 46
Level 4
Series 5
Practice C

PRACTICE PAGE

INFORMATION CAVE

We can choose DOES, IS, or HAS PREDICATES from a MIXED PREDICATE LIST and use them to write correct sentences. After each sentence, we can rewrite the predicate and add whether it tells what the subject DOES, IS, or HAS. You can tell a DOES predicate because we are using DOES PREDICATES that show action done by the subject.

MIXED PREDICATE LIST: is happy - has a pencil - writes a story

A. Bill (Does Predicate). (___ __ ___ tells what the subject DOES)

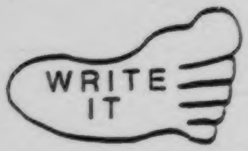
EXTRA TIP: 1. *Bill writes a story.* (*Writes a story tells what the subject DOES.*)

DIRECTIONS FOR 'TRY IT': Bigfoot has written DOES, IS, or HAS after the subjects in A and B. Choose a predicate from the MIXED PREDICATE LIST to match what Bigfoot has written. After you have written a correct sentence, rewrite the predicate and add whether it tells what the subject DOES, IS, or HAS.

MIXED PREDICATE LIST: is happy - has a pencil - writes a story

A. Bill Does Predicate . (_____ __ _____ tells what the subject ___)

B. Bill Has Predicate . (_____ __ _____ tells what the subject ___)



DIRECTIONS FOR 'WRITE IT': Bigfoot has written DOES, IS, or HAS after the subjects in numbers one through three. Choose a predicate from the MIXED PREDICATE LIST to match what Bigfoot has written. After you have written a correct sentence, rewrite the predicate and add whether it tells what the subject DOES, IS, or HAS.

MIXED PREDICATE LIST: plays the piano - is in the garden - has a new music book - digs in the garden

1. My dog IS PREDICATE . (__ __ __ ___ tells what the subject ______)
2. My dog DOES PREDICATE . (__ __ __ ___ tells what the subject ______)
3. Tammy DOES PREDICATE . (____ __ ___ tells what the subject ______)

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

SENTENCE PARTS - STUDY PAGE

OBJECTIVE

Step by step, we will write SENTENCE PARTS.

We will write sentences using the sentence part that tells what the subject DOES, IS, or HAS, the PREDICATE.

STUDY IT

STUDY CHART

REMEMBER: A telling sentence has two parts. One part is called the SUBJECT. The other part, the PREDICATE, tells what the subject DOES, IS, or HAS.

IS or HAS predicates are easy to find. IS or HAS predicates begin with IS or HAS. Like this:

Mary has new running shoes. (Has new running shoes tells what Mary has.)

DOES predicates often show action done by the subject. (In these lessons all DOES predicates show action.) Like this: The camel carries heavy loads. (Carries heavy loads tells what the subject DOES.)

We will learn more about PREDICATES if we rewrite the predicate of each sentence and add whether it tells DOES, IS, or HAS. Like this:

(Carries heavy loads tells what the subject DOES.)

(Has new running shoes tells what the subject HAS.)

REVIEW IT

1. A telling sentence has _____ parts.
2. One part is called the _____.
3. The other part, the PREDICATE, tells what the subject ___, ___, or ____.
4. IS or HAS predicates are _____ to find. IS or HAS predicates begin with ___ or ___.
5. In the sentence Mary has new running shoes, has new running shoes tells what Mary ______.
6. DOES predicates often show ______ done by the subject.
7. In the sentence The camel carries heavy loads, carries heavy loads tells what the subject _____.

Building Writing Competency

PRACTICE PAGE

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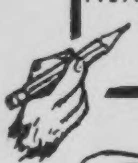
Level 4
Series 5
Practice D

INFORMATION CAVE

We can choose DOES, IS, or HAS predicates from a MIXED PREDICATE LIST and use them to write correct sentences. After each sentence, we can rewrite the predicate and add whether it tells what the subject DOES, IS, or HAS. You can tell an IS or HAS predicate because the predicate begins with IS or HAS. You can tell a DOES predicate because we are using DOES predicates that show action done by the subject. (Notice that today you may choose any predicate that makes sense.) Like this:

MIXED PREDICATE LIST: is at home - has new shoes - runs fast

A. Debbie has new shoes. (_______ tells what the subject _____)



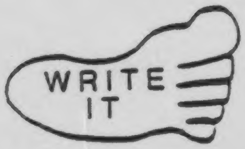
EXTRA TIP: A. *Debbie has new shoes.* (*Has new shoes tells what the subject HAS.*)

DIRECTIONS FOR 'TRY IT': Choose predicates from the MIXED PREDICATE LIST that make sense when written with the subject in A and B. After you have written the correct sentence, rewrite the predicate and add whether it tells what the subject DOES, IS, or HAS.

MIXED PREDICATE LIST: is at home - has new shoes - runs fast

A. Debbie ____________. (______tells what the subject ____)

B. The young man _____. (______tells what the subject ____)



DIRECTIONS FOR 'WRITE IT': Choose predicates from the MIXED PREDICATE LIST that make sense when written with the subjects in one through four. After you have written the correct sentence, rewrite the predicate and add whether it tells what the subject DOES, IS, or HAS.

MIXED PREDICATE LIST: runs in races - has running shoes - is fun
is this Saturday

1. My brother_________. (______tells what the subject ____)

2. Susan _____________. (______tells what the subject ____)

3. The race __________. (______tells what the subject ____)

4. Running ___________. (______tells what the subject ____)

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

'WRITE IT' CORRECTING BANK

PRACTICE A: These are examples of correct answers. The order may be different and still make sense.

1. My sister washes the dishes. (Washes the dishes tells what my sister does.)
2. My brother dries the dishes. (Dries the dishes tells what my brother does.)
3. The tree bends in the wind. (Bends in the wind tells what the tree does.)

PRACTICE B:

1. The baseball player hits many homeruns. (Hits many homeruns tells what the baseball player does.)
2. The new boat skims over the water. (Skims over the water tells what the new boat does.)
3. My dad washes our car. (Washes our car tells what my dad does.)

PRACTICE C:

1. My dog is in the garden. (Is in the garden tells what the subject is.)
2. My dog digs in the garden. (Digs in the garden tells what the subject does.)
3. Tammy plays the piano. (Plays the piano tells what the subject does.)

PRACTICE D: Answers for 1 and 2 below may be reversed.

1. My brother runs in races. (Runs in races tells what the subject does.)
2. Susan has running shoes. (Has running shoes tells what the subject has.)
3. The race is this Saturday. (Is this Saturday tells what the subject is.)
4. Running is fun. (Is fun tells what the subject is.)

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

Page 50
Level 4
Series 5
Practice: Mastery Test

SENTENCE PARTS - PREDICATES

Read the directions and write your sentences on a separate paper.

Choose predicates from the MIXED PREDICATE LIST that will make sense with the subject below. After you have written a correct sentence, rewrite the predicate and add whether it tells what the subject DOES, IS, or HAS.

MIXED PREDICATE LIST: is at home - has new shoes - runs fast
enjoys running

1. Debbie ____________. (_____tells what the subject ______)
2. My brother ________. (_____tells what the subject ______)
3. Susan _____________. (_____tells what the subject ______)
4. Bill Rodgers_______. (_____tells what the subject ______)

VERB TENSE - STUDY PAGE

OBJECTIVE

Step by step, we will learn about past time (tense). We will write predicates with the most important word (the verb) showing past time and present time.

STUDY IT

STUDY CHART

The most important word in every predicate (the verb) also shows time. Our first predicate lessons used action words that showed present time. The present time action words are in DOES PREDICATES.

Like this: Jim fishes in the river. ... fishes is present time and we say the verb names what the subject DOES.

Today we will practice using action words that show present time and past time. The past time action words are in DID PREDICATES.

Like this: Jim fished in the river. ... fished is past time and we say the verb fished names what the subject DID.

Tom played ball. Tom plays ball.

...played ball. ...played ball is the predicate. ...played is the most important word in the predicate, the VERB. The verb played tells what the subject DID.

...plays ball. ...plays ball is the predicate. ...plays is the most important word in the predicate, the VERB. The verb plays tells what the subject DOES.

REVIEW IT

1. The most important word in every predicate (the verb) also shows _______.
2. Our first predicate lessons used action words that showed _______ time.
3. The present time action words are in ____ ____.
4. ... fishes is present time and we say the verb names what the subject _____.
5. Today we will practice using action words that show past ____.
6. The past time action words are in _____ PREDICATES.
7. ... fished is past time and we say the verb names what the subject _____.
8. In the predicate played ball, the VERB _______ names what the subject _______.
9. In the predicate plays ball, the VERB _______ names what the subject _____.

Building Writing Competency

PRACTICE PAGE

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Level 4
Series 6
Practice A

INFORMATION CAVE

Today we will work with action words in present time and past time. Since many action words use ed forms for past time, we will use only ed past time verbs today. We can choose predicates with present time verbs or predicates with past time verbs and use them to write correct sentences. After you have written the correct sentence, we can rewrite the verb and add whether it names a DOES ACTION or DID ACTION.
Like this:

PREDICATE LIST: fishes in the river - fished in the river

A. Jim (present time)______. The verb ____ names what the subject _____.
Jim fishes in the river.
B. Jim (past time)______. The verb ____ names what the subject _____.
Jim fished in the river.

A. Jim fishes in the river. The verb fishes names what the subject DOES.
B. Jim fished in the river. The verb fished names what the subject DID.

TRY IT

DIRECTIONS FOR 'TRY IT': From the PREDICATE LIST below, choose predicates with verbs to match present or past time. Use the predicates to write correct sentences with the words in A and B. After the correct sentence, rewrite the verb and add whether it names what the subject DOES or what the subject DID.

PREDICATE LIST: fishes in the river - fished in the river

A. Jim (present time). The verb ____ names what the subject _____.
(Write all the words.)
B. Jim (past time) ____. The verb ____ names what the subject _____.

WRITE IT

DIRECTIONS FOR 'WRITE IT': From the PREDICATE LIST below, choose predicates with verbs to match present or past time. Use the predicates to write correct sentences with the words in one through four. After the correct sentence, rewrite the verb and add whether it names what the subject DOES or what the subject DID.

PREDICATE LIST: barks at the cat - barked at the cat
works in the garden - worked in the garden

1. My brother (present time). The verb ____ names what the subject ___.
2. My brother (past time) ____. The verb ____ names what the subject ___.
3. The puppy (present time). The verb ____ names what the subject ___.
4. The puppy (past time) ____. The verb ____ names what the subject ___.

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

VERB TENSE - STUDY PAGE

BWC
STUDY IT

OBJECTIVE

Step by step, we will learn about past time (tense). We will write predicates with the most important word (the verb) showing past time and present time.

STUDY CHART

The most important word in every predicate is the verb. The verb also shows time.

We are working with action verbs that show present time and past time.

Present time ACTION verbs name what the subject DOES (for subjects meaning one person or thing).

Past time ACTION verbs name what the subject DID.

Like this:

My sister helps her friends. The most important word in the predicate is helps. The VERB names what the subject DOES. (present time)

My sister helped her friends. The most important word in the predicate is helped. The VERB helped names what the subject DID. (past time)

1. The most important word in every predicate is the _____.
2. We are working with action verbs that show _____ time and _____time.
3. Present time action verbs name what the subject ____ (for subjects meaning one person or thing).
4. Past time action verbs name what the subject _____.
5. In the predicate helps her friends, the most important word is _____.
6. The ____ helps names what the subject ______ (present time).
7. In the predicate helped her friends, the most important word is _______.
8. The _____ helped names what the subject _____ (past time).

Building Writing Competency

PRACTICE PAGE

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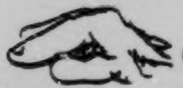
Level 4
Series 6
Practice B

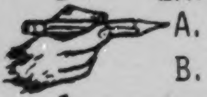
INFORMATION CAVE



We can choose predicates with present time verbs or predicates with past time verbs and use them to write correct sentences. After we have written correct sentences, we can rewrite the verb and add whether it names a DOES action or DID action. Like this:

PREDICATE LIST: barks at the cat - barked at the cat

EXTRA TIP:



A. *The dog* (past time) . *The verb* *barked* *names what the subject DID.*
B. *The dog* (present time) . *The verb* *barks* *names what the subject DOES.*

TRY IT

DIRECTIONS FOR 'TRY IT': From the PREDICATE LIST below, choose predicates with verbs to match present or past time. Use the predicates to write correct sentences with the words in A and B. After the correct sentence, rewrite the verb and add whether it names what the subject DOES or what the subject DID.

PREDICATE LIST: barks at the cat - barked at the cat

A. The dog (past time) ___. The verb ______ names what the subject _____.
B. The dog (present time). The verb ______ names what the subject _____.

WRITE IT

DIRECTIONS FOR 'WRITE IT': From the PREDICATE LIST below, choose predicates with verbs to match present or past time. Use the predicates to write correct sentences with the words in one through four. After the correct sentence, rewrite the verb and add whether it names what the subject DOES or what the subject DID.

PREDICATE LIST: mows the lawn - mowed the lawn - walks to school
walked to school

1. My brother (past time) ___. The verb ___ names what the subject ____.
2. My brother (present time). The verb ___ names what the subject ____.
3. The new student (past time) ___. The verb ___ names what the subject ____.
4. The new student (present time). The verb ___ names what the subject ____.

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected *after* scores are marked.

VERB TENSE - STUDY PAGE

OBJECTIVE

Step by step, we will learn about past time (tense). We will write predicates with the most important word (the verb) showing past time and present time.

STUDY IT

STUDY CHART

We have been working with action verbs that show past time by ending in ed . You remember that IS predicates are easy to find because the most important word is always IS, (for present time and subject naming one person or thing). IS is a form of a verb that does not have an ed form to show past time. WAS is the form that shows past time, (for subjects naming one person or thing).

Like this:

The problem is hard. The verb is names what the subject IS.

The problem was hard. The verb was names what the subject WAS.
PAST TIME

(Later, you will see that is and was are forms of the verb TO BE.)

(You will see also that is and was can be used with other verbs as helping verbs.)

REVIEW IT

1. We have been working with action verbs that show past time by ending in ____ .
2. You remember that IS predicates are easy to find because the most important word is always ______ (for the present time).
3. IS is a form of a verb that does not have an ____ form to show past time.
4. _____ is the form that shows past time.
5. In the predicate is hard the verb ___ names what the subject ____ (present time).
6. In the predicate was hard the verb ____ names what the subject _____ (past time).
7. Later, you will see that IS and WAS are forms of the verb _____ _____.

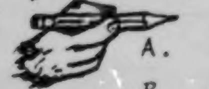
Building Writing Competency

PRACTICE PAGE

INFORMATION CAVE

We can choose predicates with present time verbs or predicates with past time verbs and use them to write correct sentences. After we have written correct sentences, we can rewrite the verb and add whether it names IS or WAS. Like this:

PREDICATE LIST: is in the field - was in the field



A. *The horse* (present time). *The verb* is *names what the subject IS.*

B. *The horse* (past time) . *The verb* was *names what the subject WAS.*

DIRECTIONS FOR 'TRY IT': From the PREDICATE LIST below, choose predicates with verbs to match present or past time. Use the predicates to write correct sentences with the words in A and B. After the correct sentence, rewrite the verb and add whether it names what the subject IS or what the subject WAS.

PREDICATE LIST: is in the field - was in the field

A. The horse (present time). The verb ___ names what the subject ____.

B. The horse (past time) ___. The verb ___ names what the subject ____.

DIRECTIONS FOR 'WRITE IT': From the PREDICATE LIST below, choose predicates with verbs to match present or past time. Use the predicates to write correct sentences with the words in one through four. After the correct sentence, rewrite the verb and add whether it names what the subject IS or what the subject WAS.

PREDICATE LIST: is cold - was funny - was cold - is funny

1. The wind (past time) ___. The verb ____ names what the subject _____.
2. The book (present time). The verb ____ names what the subject _____.
3. The wind (present time). The verb ____ names what the subject _____.
4. The book (past time) ___. The verb ____ names what the subject _____.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

Page 57
Level 4
Series 6
Practice D

VERB TENSE - STUDY PAGE

OBJECTIVE

Step by step, we will learn about past time (tense). We will write predicates with the most important word (the verb) showing past time and present time.

STUDY IT

STUDY CHART

Yesterday we worked with a verb that used another form than ed to show past time. Today we will work with a verb that uses just a d to show past time.

Has predicates are easy to find because the most important word is always HAS (for present time and the subject naming one person or thing).

HAD is the form that shows past time.

Like this:

Mary has a cold. The verb has tells what the subject HAS. (present time)
Mary had a cold. The verb had tells what the subject HAD. (past time)

(Later, you will see that HAS and HAD are forms of the verb TO HAVE.) (You will see also that HAS and HAD can be used with other verbs as helping verbs .

REVIEW IT

1. Yesterday we worked with a verb that used another form than "ed" to show ____________.
2. Today we will work with a verb that uses just a ___ to show past time.
3. Has predicates are easy to find because the most important word is always ____. (for present time and the subject naming one person or thing)
4. HAD is the form that shows _____ time.
5. The verb has tells what the subject _____. (present time)
6. The verb had tells what the subject _____.(past time)
7. Later you will see that HAS and HAD are forms of the verb __ __.

Building Writing Competency

PRACTICE PAGE

Page 58
Level 4
Series 6
Practice D

INFORMATION CAVE

We can choose predicates with present time verbs or predicates with past time verbs and use them to write correct sentences. After we have written correct sentences, we can rewrite the verb and add whether it names what the subject HAS or HAD. Like this:

PREDICATE LIST: has a cold - had a cold

A. Mary (present time). The verb has names what the subject HAS.

B. Mary (past time) . The verb had names what the subject HAD.

TRY IT

DIRECTIONS FOR 'TRY IT': From the PREDICATE LIST below, choose predicates with verbs to match present or past time. Use the predicates to write correct sentences with the words in A and B. After the correct sentence, rewrite the verb and add whether it names what the subject HAS or what the subject HAD.

PREDICATE LIST: has a cold - had a cold

A. Mary (present time). The verb ____ names what the subject _____.

B. Mary (past time) . The verb ____ names what the subject _____.

WRITE IT

DIRECTIONS FOR 'WRITE IT': From the PREDICATE LIST below, choose predicates with verbs to match present or past time. Use the predicates to write correct sentences with the words in one through four. After the correct sentence, rewrite the verb and add whether it names what the subject HAS or what the subject HAD.

PREDICATE LIST: had some money - has a bone - has some money - had a bone.

1. The dog (present time) . The verb ____ names what the subject _____.
2. My brother (past time) . The verb ____ names what the subject _____.
3. My brother (present time). The verb ____ names what the subject _____.
4. The dog (past time) . The verb ____ names what the subject _____.

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

'WRITE IT' CORRECTING BANK

1. My brother works in the garden. The verb works names what the subject does.
2. My brother worked in the garden. The verb worked names what the subject did.
3. The puppy barks at the cat. The verb barks names what the subject does.
4. The puppy barked at the cat. The verb barked names what the subject did.

PRACTICE B:

1. My brother mowed the lawn. The verb mowed names what the subject did.
2. My brother mows the lawn. The verb mows names what the subject does.
3. The new student walked to school. The verb walked names what the subject did.
4. The new student walks to school. The verb walks names what the subject does.

PRACTICE C:

1. The wind was cold. The verb was names what the subject was.
2. The book is funny. The verb is names what the subject is.
3. The wind is cold. The verb is names what the subject is.
4. The book was funny. The verb was names what the subject was.

PRACTICE D:

1. The dog has a bone. The verb has names what the subject has.
2. My brother had some money. The verb had names what the subject had.
3. My brother has some money. The verb has names what the subject has.
4. The dog had a bone. The verb had names what the subject had.

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

Page 60
Level 4
Series 6
Practice: Mastery Test

VERB TENSE

Read the directions and write your sentences on a separate paper.

FROM THE PREDICATE LIST below, choose predicates with verbs to match present or past time. Use the predicates to write correct sentences with the words in one through six. After the correct sentence, rewrite the verb and add whether it names what the subject DOES, DID, IS, WAS, HAS or HAD.

PREDICATE LIST: barked at the cat - was in the field -
had a cold - has a cold - is in the field - barks at the cat

1. The dog (past time). The verb ____ names what the subject _____.
2. The horse (present time). The verb ___ names what the subject ___.
3. The dog (present time). The verb ____ names what the subject _____.
4. The horse (past time). The verb ____ names what the subject ____.
5. Mary (past time). The verb ____ names what the subject ____.
6. Mary (present time). The verb ____ names what the subject ____.

SUBJECT/VERB AGREEMENT - STUDY PAGE

OBJECTIVE

Step by step, we will write singular and plural word forms. We will write the verb form that agrees with singular and plural subjects.

STUDY IT

STUDY CHART

When we are using sentences with present time action words (week 6) we must make sure that the action words agree with the subject.

When we change the number of persons or things in our sentence, we usually have to change the form of the verb. LIKE THIS:

The man runs races. The men run races.

When a subject names more than one person or thing, we usually drop the s from the verb. The men (more than one) run (no s). Does The men tell about one person or more than one person?

As a first step in writing sentences with parts that agree, we will learn to choose and label VERBS. Today we will work with VERBS that name what the subject does. VERBS in does predicates show action or tell about things that happen.

REVIEW IT

1. When we are using sentences with _____ time action words, we must make sure that the action words agree with the subject.
2. When we change the number of persons or things in our sentence, we usually have to change the form of the _____.
3. When a subject names more than one person or thing, we usually drop the ____ from the verb.
4. Does The men tell about one person or more than one person?
5. As a first step in writing sentences with parts that agree, we will learn to choose and ________ VERBS.
6. Today we will work with VERBS that name what the _____ does.
7. VERBS in does predicates show ____ or tell about things that happen.

Building Writing Competency

PRACTICE PAGE

Page 62
Level 4
Series 7
Practice A

INFORMATION CAVE

We can choose subjects that name more than one person or thing. We can use the subjects to write correct sentences. Then we can choose and write the most important part of the predicate, the VERB. Like this:

SUBJECTS (naming more than one person or thing)

The men - Ted and Bill - Those dogs.

A. ______________ chase cats. VERB _______

EXTRA TIP: A. *Those dogs chase cats.* VERB *chase*

TRY IT

DIRECTIONS FOR 'TRY IT': Choose subjects naming more than one person or thing from the TRY IT SUBJECT BANK. Use the subjects to write correct sentences. Then write the VERB from the sentence. Be sure to label your VERB.

TRY IT SUBJECT BANK: (naming more than one person or thing)
The men - Ted and Bill - Those dogs

A. ____________ chase cats. VERB________

B. ____________ play soccer. VERB________

WRITE IT

DIRECTIONS FOR 'WRITE IT': Choose subjects naming more than one person or thing from the WRITE IT SUBJECT BANK. Use the subjects to write correct sentences with one through four. Write the verb after each sentence and be sure to label your VERB. Your sentence must make sense.

WRITE IT SUBJECT BANK: (naming more than one person or thing)
Those men - The rains - They - The farmers

1. ________work hard. VERB______
2. ________paint houses. VERB______
3. ________flood our street. VERB______
4. ________pick apples. VERB______

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

Page 63
Level 4
Series 7
Practice B

SUBJECT/VERB AGREEMENT - STUDY PAGE

OBJECTIVE

Step by step, we will write singular and plural word forms. We will write the verb form that agrees with singular and plural subjects.

STUDY IT

STUDY CHART

Yesterday we practiced choosing and writing verbs.

Today we will call subjects that name one person or thing SINGULAR SUBJECTS. We will call subjects that name more than one person or thing PLURAL SUBJECTS.

Singular subjects:	The man	Arnold	The boat	She - He
Plural subjects:	The men	Arnold and Ted	Boats	They

REMEMBER: When we use singular subjects, present time verbs usually end with s . The man sails a boat.

When we use plural subjects, present time verbs usually drop the s . The men sail a boat.

REVIEW IT

1. Yesterday we practiced choosing and writing _____.
2. We will call subjects that name one person or thing _____ SUBJECTS.
3. We will call subjects that name more than one person or thing _______ SUBJECTS.
4. Name more singular subjects.
5. Name more plural subjects.
6. When we use singular subjects, present time verbs usually end with _______.
7. When we use plural subjects, present time verbs usually drop the _______.

Building Writing Competency

PRACTICE PAGE

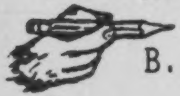
Page 64
Level 4
Series 7
Practice B

INFORMATION CAVE

We can choose singular or plural subjects to match directions given by Bigfoot. Then we can label and write the verb in each sentence. Like this:

Singular and Plural Subject Bank: The birds - My bird

EXTRA TIP:



A. (singular subject) sings loudly. VERB_______
My bird sings loudly. VERB *sings*

B. (plural subject) sing loudly. VERB_______
The birds sing loudly. VERB *sing*

DIRECTIONS FOR 'TRY IT': Choose singular or plural subjects to match Bigfoot's directions in A & B. Write your correct sentence and then label and write the VERB in each sentence.

TRY IT SINGULAR AND PLURAL SUBJECT BANK: The birds - My bird

A. (singular subject) sings loudly. VERB_______

B. (plural subject) sing loudly. VERB_______

DIRECTIONS FOR 'WRITE IT': Choose singular or plural subjects from the WRITE IT SINGULAR AND PLURAL SUBJECT BANK to match Bigfoot's directions in one through four. Write your correct sentence and then label and write the VERB in each sentence.

WRITE IT SINGULAR AND PLURAL SUBJECT BANK: Bob - They - His brothers - Mother

1. (singular subject) helps save energy. VERB _______
2. (plural subject) help too. VERB _______
3. (plural subject) walk to school. VERB _______
4. (singular subject) walks to work. VERB _______

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

SUBJECT/VERB AGREEMENT - STUDY PAGE

OBJECTIVE

Step by step, we will write singular and plural word forms. We will write the verb form that agrees with singular and plural subjects.

STUDY IT

STUDY CHART

We are practicing using verb forms that agree with singular subjects. Singular subjects usually use the s form of verbs.

The train moves slowly. He leaves early. Mike runs each day.

Plural subjects usually use the verb form without the s .

The trains move slowly. They leave early. The boys run each day.

The pronouns I and you take the verb form without the s .

You move slowly. I leave early. You run each day.

REMEMBER: These s verb form changes happen only with sentences using present time verbs.

REVIEW IT

1. We are practicing using verb forms that agree with singular __________.
2. Singular subjects usually use the ______ form of verbs.
3. Plural subjects usually use the verb form without the ______.
4. The pronouns I and you take the verb form without the ____.
5. These s verb form changes happen only with sentences using _____ ______ verbs.

Building Writing Competency

PRACTICE PAGE

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Level 4
Series 7
Practice C

INFORMATION CAVE

We can choose predicates with verb forms to agree with SINGULAR SUBJECTS or PLURAL SUBJECTS. Then we can label whether the subject is SINGULAR (one) or PLURAL (more than one). Like this:

Predicate Bank: write each day - writes each day

EXTRA TIP:

A. The girls __________. SINGULAR OR PLURAL SUBJECT

The girls write each day. *PLURAL*

B. Martha __________. SINGULAR OR PLURAL SUBJECT

Martha writes each day. *SINGULAR*

DIRECTIONS FOR 'TRY IT': Choose predicates with verb forms to agree with the subjects in A and B. After each sentence, write whether the subject is SINGULAR or PLURAL.

TRY IT PREDICATE BANK: write each day - writes each day

SINGULAR OR PLURAL SUBJECT

A. The girls ______________. __________

B. Martha ________________. __________

DIRECTIONS FOR 'WRITE IT': Choose predicates with verb forms to agree with the subjects in one through five. After each sentence, label whether the subject is SINGULAR or PLURAL.

WRITE IT PREDICATE BANK: like to write - likes to write
howls at night - howl at night - bake bread daily

SINGULAR OR PLURAL SUBJECT

1. Bigfoot ________________. __________
2. The children ____________. __________
3. My dog ________________. __________
4. All those dogs __________. __________
5. I ____________________. __________

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

SUBJECT/VERB AGREEMENT - STUDY PAGE

OBJECTIVE

Step by step, we will write singular and plural word forms. We will write the verb form that agrees with singular and plural subjects.

STUDY IT

STUDY CHART

We are practicing using verb forms that agree with singular subjects. Singular subjects usually use the s form of verbs:

The train moves slowly. He leaves early. Mike runs each day.

Plural subjects usually use the verb form without the s .

The trains move slowly. They leave early. The boys run each day.

The pronouns I and you take the verb form without the s .

You move slowly. I leave early. You run each day.

REMEMBER: These s verb form changes happen only with sentences using present time verbs.

REVIEW IT

1. We are practicing using verb forms that agree with singular __________.
2. Singular subjects usually use the ______ form of verbs.
3. Plural subjects usually use the verb form without the ______.
4. The pronouns I and you take the verb form without the __________.
5. These s verb form changes happen only with sentences using __________ __________ verbs.

Building Writing Competency

PRACTICE PAGE

INFORMATION CAVE

We can choose subjects and verbs to match Bigfoot's directions and use them to write correct sentences.

Singular Subject List: He - She - The man - The bird - Bob

Plural Subject List: We - They - The men - The birds - Bob and Jim (Compound)

Predicate with present time Verb List: runs races - sings songs - eats pizza
run races sing songs eat pizza

A. (Singular subject) (add a predicate with a verb that agrees)

A. *He* *eats pizza.*

TRY IT

DIRECTIONS FOR 'TRY IT': Choose subjects from the Singular or Plural Subject List to match Bigfoot's directions. From the Predicate List, choose a predicate with a verb that agrees with the subject. Write the correct sentences on your separate paper.

A. (Singular subject) (Predicate with a verb that agrees)

A. ________________ ______________________________

B. (Plural subject) (Predicate with a verb that agrees)

B. ________________ ______________________________

WRITE IT

DIRECTIONS FOR 'WRITE IT': Choose subjects and predicates from the Lists in the Information Cave and use them to write correct sentences, just as you did in the TRY IT.

1. (Singular subject) (add a predicate with a verb that agrees)
2. (Plural subject) (add a predicate with a verb that agrees)
3. (Singular subject) (add a predicate with a verb that agrees)
4. (Plural subject) (add a predicate with a verb that agrees)

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

'WRITE IT' CORRECTING BANK

PRACTICE A: ACCEPT ALL SENTENCES THAT MAKE SENSE.

1. Those men work hard. VERB - work
2. They paint houses. VERB - paint
3. The rains flood our street. VERB - flood
4. The farmers pick apples. VERB - pick

PRACTICE B: ACCEPT ALL SENTENCES THAT MAKE SENSE.

1. Bob helps save energy. VERB - helps
2. His brothers help too. VERB - help
3. They walk to school. VERB - walk
4. Mother walks to work. VERB - walks

PRACTICE C: ACCEPT ALL SENTENCES THAT MAKE SENSE.

1. Bigfoot likes to write. SINGULAR
2. The children like to write. PLURAL
3. My dog howls at night. SINGULAR
4. All those dogs howl at night. PLURAL
5. I bake bread daily. SINGULAR

PRACTICE D:

BE SURE THE PREDICATE HAS A PRESENT TIME VERB THAT AGREES WITH THE SUBJECT.

1. (Singular subject)
2. (Plural subject)
3. (Singular subject)
4. (Plural subject)

REMEMBER: To be correct, your sentences must: 1. Make sense. 2. Follow directions. 3. Follow all rules you have learned in earlier language lessons. 4. Have all words spelled properly if they are on this lesson, or if they have been on your spelling lesson.

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

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Level 4
Series 7
Practice: Mastery Test

SUBJECT/VERB AGREEMENT

Read the directions and write your sentences on a separate paper.

Choose predicates with verb forms to agree with the subjects in one through four below. After each sentence, label whether the subject is singular or plural.

play baseball - like baseball - bark at cars - barks at night

singular or plural subject

1. The dog ________________. __________
2. The boys ________________. __________
3. The dogs ________________. __________
4. The girls ________________. __________

Choose subjects and predicates from the list below and use them to write sentences following Bigfoot's directions. Be sure the predicates you use have the correct verb forms to agree with the subjects.

Singular Subject List: He - She - The man - The bird - Bob

Plural Subject List: We - They - The men - The birds

Predicates with Present Time Verbs: run races - sing songs - eat pizza
runs races - sings songs - eats pizza

5. (Singular Subject) (add a predicate with a verb that agrees)
6. (Plural Subject) (add a predicate with a verb that agrees)
7. (Singular Subject) (add a predicate with a verb that agrees)
8. (Plural Subject) (add a predicate with a verb that agrees)

Building Writing Competency

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Level 4
Series 8
Practice A

COMBINING SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will learn to write COMPOUND SUBJECTS.
We will use COMPOUND SUBJECTS to combine (join) two sentences. We will use the word and to combine (join) the two sentences.

STUDY IT

STUDY CHART

SOMETIMES ONE SENTENCE IS BETTER THAN TWO:

1. Tom fished. I fished. Tom and I fished.

Tom and I - names which persons... fished - tells what the subjects did.

Two subjects can be combined (joined) with and when the predicates are the same.

When we combine two subjects into one sentence we have written a COMPOUND SUBJECT. Tom and I is a COMPOUND SUBJECT. A COMPOUND SUBJECT names which persons or what things.

When using I in a compound subject, always use I after the other subject.

Combining subjects is another way to make your writing smoother and more interesting.

REVIEW IT

1. Sometimes _____ sentence is better than two.
2. Two subjects can be combined (joined) with and when the predicates are the _____.
3. When we combine two subjects into one sentence we have written a _______ _______.
4. We use the word ___ to join the two subjects when the predicates are the _______.
5. In line one ____ ____ ____ is the COMPOUND SUBJECT.
6. In line one _____ is the predicate.
7. In line one ___ ___ _ ______ is the completed COMPOUND SUBJECT sentence.
8. A COMPOUND SUBJECT names _____ _____ or ______ ______.
9. When using I in a COMPOUND SUBJECT, I should come _____ the other subject.

Building Writing Competency

PRACTICE PAGE

INFORMATION CAVE

REMEMBER: We can use COMPOUND SUBJECTS to combine (join) two sentences when the predicates are the same. We use the word and to join the two subjects. Combined (joined) sentences frequently make your writing smoother. Mary went to the store. Joe went to the store. We will use and to join the subjects and write one sentence. First, find the subjects of both sentences - Mary and Joe (names which persons). Then check to see if the predicates are the same - went to the store. Now write out your finished sentence - Mary and Joe went to the store. Like this:

Mary went to the store. Joe went to the store.

EXTRA TIP:

A. COMPOUND SUBJECT: *Mary and Joe*

B. COMBINED SENTENCE: *Mary and Joe went to the store.*

DIRECTIONS FOR 'TRY IT': After each of the sets of sentences below, find the two subjects and use and to write a COMPOUND SUBJECT. Then use the COMPOUND SUBJECT to write a correct COMBINED SENTENCE. BE SURE TO WRITE EACH LABEL ON YOUR PAPER. The labels are: COMPOUND SUBJECT, COMBINED SENTENCE.

Mary went to the store. Joe went to the store.

A. Compound subject: _____ _____ _____

B. Combined sentence: _____ _____ _____ _____ __ ___ _____.

Cars jammed the freeway. Trucks jammed the freeway.

C. Compound subject: ___ _____ _____

D. Combined sentence: __ ___ _____ ______ ___ ______.

DIRECTIONS FOR 'WRITE IT': After each of the sets of sentences below, find the two subjects and use and to write a COMPOUND SUBJECT. Then use the COMPOUND SUBJECT to write a correct COMBINED SENTENCE. BE SURE TO WRITE EACH LABEL ON YOUR PAPER. The labels are: COMPOUND SUBJECT, COMBINED SENTENCE.

Barking dogs kept me awake all night. Howling cats kept me awake all night.

1. Compound subject _____ ___ ___ _____ ____

2. Combined sentence: _____ ___ ___ ___ ___ ___ __ _____ __ ____.

Post offices will be closed for the holiday. Banks will be closed for the holiday.

3. Compound subject: ____ ____ ___ _____

4. Combined sentence: __ ___ ___ _____ ___ ___ ______ ___ ___ _______.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

COMBINING SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will learn to write COMBINED SENTENCES. We will use COMPOUND PREDICATES to join the two sentences. We will use the word and to combine (join) the two sentences.

STUDY IT

STUDY CHART

You can combine (join) two sentences that have the same subjects:

1. The wind blew. The wind lifted the kite.

In line one the two predicates (blew and lifted the kite) can be combined (joined) with and.

2. The wind blew and lifted the kite. We have joined the two predicates with and to form a COMPOUND PREDICATE.

3. Ray made a kite. Ray bought string.

To write a compound predicate sentence find the two predicates - (made a kite and bought string). Use the subject which is the same in both sentences (Ray) to write the completed COMPOUND PREDICATE sentence. Ray made a kite and bought string.

Combining predicates can sometimes make your writing smoother and more interesting.

REVIEW IT

1. You can combine two sentences that have the same ________.
2. Combine means to _______.
3. What is the subject of both sentences in line one? ____ _____
4. Can we combine the sentences? How?
5. Two predicates that are joined together with and are called ________ _________.
6. In line three the subject is _______.
7. In line three the two predicates are ______ __ ______ and ______ _________.
8. The COMBINED sentence from line three is ___ ____ _ ____ ___ _____ _____.

Building Writing Competency

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Level 4
Series 8
Practice B

PRACTICE PAGE

INFORMATION CAVE

REMEMBER: We can use COMPOUND PREDICATES to combine (join) two sentences when the subjects are the same. We use the word and to join the two predicates. Like this: The wind blew. The wind lifted the kite. We will use and to join the predicates and write one sentence. First, find the predicates of both sentences - blew and lifted the kite. Then check to see if the subjects are the same (The wind). Now write your finished sentence.

The wind blew. The wind lifted the kite.
Compound Predicate: ____ ___ _____ ___ _____
Combined Sentence: _________________________.

EXTRA TIP: A. *COMPOUND PREDICATE: blew and lifted the kite*
B. *COMBINED SENTENCE: The wind blew and lifted the kite.*

TRY IT

DIRECTIONS FOR 'TRY IT': After each of the sets of sentences below, find the two predicates and use and to write a COMPOUND PREDICATE. Then use the COMPOUND PREDICATE to write a correct COMBINED SENTENCE. BE SURE TO WRITE EACH LABEL ON YOUR PAPER. The labels are: COMPOUND PREDICATE, COMBINED SENTENCE.

The wind blew. The wind lifted the kite.
A. Compound predicate: ___ ___ ____ ___ ____
B. Combined sentence: ____________________.

The crowd cheered. The crowd waved their flags.
A. Compound predicate: ___ ___ _____ ___ _____
B. Combined sentence: ________________________.

WRITE IT

DIRECTIONS FOR 'WRITE IT': After each of the sets of sentences below, find the two predicates and use and to write a COMPOUND PREDICATE. Then use the COMPOUND PREDICATE to write a correct COMBINED SENTENCE. BE SURE TO WRITE EACH LABEL ON YOUR PAPER. The labels are: COMPOUND PREDICATE, COMBINED SENTENCE.

Billy washed the car. Billy mowed the lawn.

1. Compound predicate: ____ __ ___ __ __ ___ ____
2. Combined sentence: ________________________.

We went to class. We took notes.

3. Compound predicate: _____ __ _____ ___ ____ _____
4. Combined sentence: ____________________________.

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

COMBINING SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will learn to write COMBINED SENTENCES. We will use COMPOUND SUBJECTS to combine (join) two sentences. We will use the word and to combine (join) the two sentences.

STUDY IT

STUDY CHART

The verb is the main word in the predicate part of the sentence. Verbs have different forms to use with singular and plural nouns. REMEMBER: Singular means one, such as, bear, boy, girl, man, or tree. Plural means more than one, such as bears, boys, girls, men, or trees.

When the subject is singular, the verb (in the present time) ends in s. Present time means the action is happening now.

Joe plays with a ball. Bill plays with a ball.
Both of the sentences above have a singular subject, (Joe-Bill), and a verb, (plays), with the s form. When we join the two sentences using a COMPOUND SUBJECT, the subject becomes plural and the verb does not need the s: Joe and Bill play with a ball.

Today we will practice writing with present time VERBS that drop the s when used with plural subjects.

REVIEW IT

1. The ______ is the main word in the predicate part of the sentence.
2. Present time verbs have different forms to use with singular and ______ nouns.
3. Singular means ______.
4. Plural means ___ ___ ___.
5. When the subject is singular, present time verbs end with ___.
6. Present time means the action is happening _____.
7. When we join two sentences by using a COMPOUND SUBJECT, the subject becomes ______.
8. Because the subject is plural, the verb does not need an __ .
9. Today we will practice writing with present time VERBS that drop the s when used with ______ subjects.

Building Writing Competency

PRACTICE PAGE

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Level 4
Series 8
Practice C

INFORMATION CAVE

When we use and to write a COMPOUND SUBJECT and combine two sentences, we must change present time VERBS. We will learn to change the form of the VERB step by step. First we will find the subjects in the two separate sentences and write them as a COMPOUND SUBJECT. Then we will find the VERB and write the form that agrees with a PLURAL subject (dropping the s). Next we will write the correct combined sentence. Like this:

Mike walks home. His brother walks home.
A. Compound Subject: ____ ____ ____ ______
B. Plural Verb form (without s) ______
C. Combined Sentence: ____________________

EXTRA TIP:

A. COMPOUND SUBJECT: Mike and his brother
B. PLURAL VERB FORM (without s) walk
C. COMBINED SENTENCE: Mike and his brother walk home.

DIRECTIONS FOR 'TRY IT': Find the two subjects in each of the sentences below and use and to write the COMPOUND SUBJECT. Then change the form of the VERB to agree with a PLURAL subject (drop the s). Finally write the correct combined sentence. BE SURE TO WRITE EACH LABEL ON YOUR PAPER. The labels are: COMPOUND SUBJECT, PLURAL VERB FORM, and COMBINED SENTENCE.

Mike walks home. His brother walks home.
A. Compound subject: ___ ___ ___ ______
B. Plural verb form: ______
C. Combined sentence: ____________________

DIRECTIONS FOR 'WRITE IT': Find the two subjects in each of the sentences below and use and to write the COMPOUND SUBJECT. Then change the form to the VERB to agree with a PLURAL subject (drop the s). Finally write the correct combined sentence.

George enjoys TV. His father enjoys TV.
1. Compound subject: ______ ___ ___ ______
2. Plural verb form: ________
3. Combined sentence: ____________________

Bill likes hamburgers. Sheila likes hamburgers.
4. Compound subject: ___ ___ _____
5. Plural verb form: _______
6. Combined sentence: __________________

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

COMBINING SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will learn to write COMBINED SENTENCES. We will use COMPOUND SUBJECTS to combine (join) two sentences. We will use the word and to combine (join) the two sentences.

STUDY IT

STUDY CHART

REMEMBER: The VERB is the main word in the predicate part of the sentence. In the last lesson we learned that when we combine two subjects to form a COMPOUND SUBJECT we must change the form of the verb. We used VERBS that changed form when SINGULAR subjects were joined as COMPOUND SUBJECTS (plural). Today we will use two VERBS that change in different ways from these VERBS that drop the s.

Jerry is home. Tammy is home. The VERB, is is the main word in the predicate. When the two subjects are combined (joined) to form a COMPOUND SUBJECT the verb is has to change to are to agree with the COMPOUND SUBJECT. Jerry and Tammy are home.

Jerry has the flu. Tammy has the flu. The VERB, has is the main word in the predicate. When the two subjects are combined (joined) to form a COMPOUND SUBJECT the verb has must change to have to agree with the COMPOUND SUBJECT. Jerry and Tammy have the flu.

REVIEW IT

1. The ____ is the main word in the predicate.
2. We used _____ that changed form when SINGULAR ____ were joined as COMPOUND SUBJECTS.
3. In the sentence Jerry is home, the VERB __ is the main word in the predicate.
4. In the sentence Tammy is home, the VERB _ is the main word in the predicate.
5. When the two subjects are combined (joined) to form a COMPOUND SUBJECT, the verb is has to change to ___.
6. In the sentence Jerry and Tammy are home, the verb is ___.
7. The VERB is changes to ___ to agree with the COMPOUND SUBJECT.
8. In the sentence Jerry has the flu, the VERB is ___.
9. In the sentence Jerry and Tammy have the flu, the VERB IS ____.
10. The VERB has changes to ____ to agree with the COMPOUND SUBJECT.
11. Try this: George has the costume. Al has the costume. George and Al ____ the costume.

Building Writing Competency

PRACTICE PAGE

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Level 4
Series 8
Practice D

INFORMATION CAVE

REMEMBER: The verb is the main word in the predicate. Present time VERBS change form when single subjects are written as a COMPOUND SUBJECT. Is changes to are to agree with COMPOUND SUBJECTS. Has changes to have to agree with COMPOUND SUBJECTS. First we will find the subjects in the two separate sentences and write them as a COMPOUND SUBJECT. Then we will find the VERB and write the form that agrees with the PLURAL subject (is to are, has to have).

Like this:

Betty is sick. Her sister is sick.
A. Compound subject: ___ ___ ___ _____
B. Plural verb form: _____
C. Combined sentence: ______________

EXTRA TIP: A. COMPOUND SUBJECT: *Betty and her sister*
B. PLURAL VERB FORM: *are*
C. COMBINED SENTENCE: *Betty and her sister are sick.*

DIRECTIONS FOR 'TRY IT': After each of the sets of sentences below, find the two subjects and use and to write the COMPOUND SUBJECT. Then find the verb and write the form that agrees with the plural subject. Finally write the correct combined sentence. BE SURE TO WRITE EACH LABEL ON YOUR PAPER. The labels are: COMPOUND SUBJECT, PLURAL VERB FORM, and COMBINED SENTENCE.

Betty is sick. Her sister is sick.
A. Compound subject: ___ ___ ___ _____
B. Plural verb form: _____
C. Combined sentence: ______________

DIRECTIONS FOR 'WRITE IT': After each of the sets of sentences below, find the two subjects and use and to write the COMPOUND SUBJECT. Then find the verb and write the form that agrees with the plural subject. Finally write the correct combined sentence.

Tom is on vacation. His family is on vacation.
1. Compound subject: ___ ___ ___ _____
2. Plural verb form: _____
3. Combined sentence: ______________.

Kenny has a pet hamster. Xavier has a pet hamster.
4. Compound subject: _____ ___ ___
5. Plural verb form: _____
6. Combined sentence: ______________.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

'WRITE IT' CORRECTING BANK

PRACTICE A:

1. Compound subject: Barking dogs and howling cats.
2. Combined sentence: Barking dogs and howling cats kept me awake all night.
3. Compound subject: Post offices and banks
4. Combined sentence: Post offices and banks will be closed for the holiday.

PRACTICE B:

1. Compound predicate: washed the car and mowed the lawn
2. Combined sentence: Billy washed the car and mowed the lawn.
3. Compound Predicate: went to class and took notes
4. Combined sentence: We went to class and took notes.

PRACTICE C:

1. Compound subject: George and his father
2. Plural verb form: enjoy
3. Combined sentence: George and his father enjoy TV.

4. Compound subject: Bill and Sheila
5. Plural verb form: like
6. Combined sentence: Bill and Sheila like hamburgers.

PRACTICE D:

1. Compound subject: Tom and his family
2. Plural verb form: are
3. Combined sentence: Tom and his family are on vacation.

4. Compound subject: Kenny and Xavier
5. Plural verb form: have
6. Combined sentence: Kenny and Xavier have a pet hamster.

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

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Level 4
Series 8
Practice: Mastery Test

COMBINING SENTENCES

Read the directions and write your sentences on a separate paper.

After each of the sets of sentences below, find the two subjects and use "and" to write the COMPOUND SUBJECT. Then change the form of the VERB to agree with a PLURAL subject (drop the s). Finally write the correct combined sentence. BE SURE TO WRITE EACH LABEL ON YOUR PAPER. The labels are: COMPOUND SUBJECT, PLURAL VERB FORM, and COMBINED SENTENCE.

This is easy because each step is labeled for you. Be sure you write each label on your paper.

Mike walks home. His brother walks home.

1. Compound subject: ___ ___ ___ _____
2. Plural verb form: ______
3. Combined sentence: ____________________.

Fred hides behind a bush. Al hides behind a bush.

4. Compound subject: ___ ___ ___
5. Plural verb form: ______
6. Combined sentence: ____________________________.

George enjoys TV. His father enjoys TV.

7. Compound subject: __ ___ ___ _____
8. Plural verb form: ______
9. Combined sentence: ____________________.

Building Writing Competency

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Level 4
Series 9
Practice A

COMBINING SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write COMPOUND SENTENCES. We will write COMPOUND SENTENCES by combining (joining) two similar sentences.

STUDY IT

STUDY CHART

Two similar sentences (sentences with ideas that go together) can be combined (joined) by using the connecting word and .

Jim plays soccer. Harry plays football. Jim plays soccer, and Harry plays football.

We joined the two sentences into a COMPOUND SENTENCE. Joining similar sentences into COMPOUND SENTENCES helps make your writing clearer.

We use a comma in front of the connecting word ,and .

Do not join more than two complete ideas in a COMPOUND SENTENCE.

Combining two similar sentences into a COMPOUND SENTENCE is one more way to make your writing smoother and more interesting.

REVIEW IT

1. Similar sentences are sentences with ideas that __ ________.
2. Similar sentences can be joined by using the connecting word ______.
3. Jim plays soccer, and Harry plays football is a _____ sentence.
4. Joining similar sentences into COMPOUND SENTENCES helps make your writing ______.
5. We use a _____ in front of the connecting word ,and .
6. Do not join more than ____ complete ideas in a COMPOUND SENTENCE.

Building Writing Competency

PRACTICE PAGE

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Level 4
Series 9
Practice A

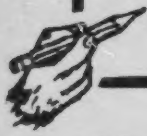
INFORMATION CAVE

TIPS FROM BIGFOOT

We can join similar sentences and write them as COMPOUND SENTENCES. Like this:

I ran over a nail. My tire went flat. I ran over a nail, and my tire went flat.

We use and as the connecting word, and we use a comma before the connecting word.



I ran over a nail. My tire went flat.
EXTRA TIP: A. *I ran over a nail, and my tire went flat.*

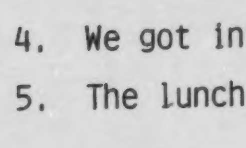
DIRECTIONS FOR 'TRY IT': On your separate paper, write COMPOUND SENTENCES by combining the sets of sentences below.

I ran over a nail. My tire went flat.
A. _ ___ ____ _ ____ ___ __ ____ ____ ____.

She cleaned the kitchen. I swept the floor.
B. ___ ______ ___ ______ ___ ___ ______ __ _____.

DIRECTIONS FOR 'WRITE IT': On your separate paper write COMPOUND SENTENCES using the sentences below.

1. Harry won a prize. He felt proud.
2. I closed the door. We felt safe.
3. I turned on the television. We watched my favorite program .
4. We got into the boat. Henry rowed us across the lake.
5. The lunch bell rang. We went to the cafeteria.



DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

Page 83
Level 4
Series 9
Practice B

COMBINING SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write COMPOUND SENTENCES. We will write COMPOUND SENTENCES using the connectors and, but, and or.

STUDY IT

STUDY CHART

Two similar sentences can be joined and written as a COMPOUND SENTENCE. The two parts of a COMPOUND SENTENCE are joined by connecting words and, but, and or. The connecting words are called conjunctions.

The clouds came over. It did not rain. The clouds came over, but it did not rain.

Conjunctions have different meanings and sometimes only one of them will make sense in a sentence.

Would and or or make sense in the sentence above?

REVIEW IT

1. Two similar sentences can be joined and written as a ______ ______.
2. The two parts of a COMPOUND SENTENCE are joined by connecting words _____, ______, and _____.
3. The connecting words are called ________.
4. Conjunctions have ______ meanings.
5. Sometimes only _____ of them will make sense in a sentence.
6. Would and or or make sense in the sentence The clouds came over, _____ it did not rain. ?

Building Writing Competency

PRACTICE PAGE

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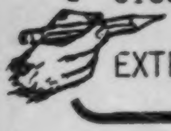
Level 4
Series 9
Practice B

INFORMATION CAVE

When we write COMPOUND SENTENCES, we can make them tell more by using different conjunctions. Like this:

It was raining, and we ran to the classroom.
It was raining, but we finished our game.

Notice that the different conjunctions help make the two ideas clearer by showing the way they relate (go together).



She ran fast. She won the race.
EXTRA TIP: A. *She ran fast, and she won the race.*

DIRECTIONS FOR 'TRY IT': On your separate paper, write COMPOUND SENTENCES by combining the sets of sentences below. Use a conjunction that shows the clearest way to write the COMPOUND SENTENCE.

CONJUNCTION LIST: and - but - or

A. She ran fast. She won the race.

B. She ran fast. John ran faster.

DIRECTIONS FOR 'WRITE IT': On your separate paper, write COMPOUND SENTENCES by combining the sets of sentences below. Use a conjunction from the CONJUNCTION LIST that shows the clearest way to write the COMPOUND SENTENCE.

CONJUNCTION LIST: and - but - or

1. The fire is out. The room is cold.
2. The fire is out. The room is still warm.
3. I will light the fire. The room will get cold.
4. I ran over a nail. My tire is flat.
5. I ran over a nail. My tire is not flat.
6. The tire is fixed. I am ready for a long ride.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

Page 85
Level 4
Series 9
Practice C

COMBINING SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write COMPOUND SENTENCES. We will learn about how conjunctions SIGNAL.

STUDY IT

STUDY CHART

Sentences that relate are sentences with ideas that go together.

The clouds came over. It started to rain. The ideas in these two sentences are related. The ideas go together.

If we use a conjunction and write the two sentences as a COMPOUND SENTENCE, we help signal how the ideas are related.

The conjunction and signals that another idea is added to the first idea.

The clouds came over, but it did not rain. The conjunction but signals that the next idea will be related, but in an unusual way. We say that but shows contrast .

John can fix his bike. He will walk to school. John can fix his bike, or he will walk to school. The conjunction or signals a choice.

REVIEW IT

1. Sentences that relate are sentences with ____ ____ __ _______.
2. When we use a conjunction to write two related sentences as a COMPOUND SENTENCE we help _____ __ the ideas are related.
3. The conjunction and signals that another idea is _____ to the first idea.
4. The conjunction but signals that an idea is related,but in an _______ way.
5. We say that but shows ______.
6. The conjunction or signals a ________.

Building Writing Competency

Page 86
Level 4
Series 9
Practice C

PRACTICE PAGE

INFORMATION CAVE

Conjunctions help signal how the two ideas in a COMPOUND SENTENCE are related.

We can learn to write better COMPOUND SENTENCES by choosing a sentence that goes together (relates) with another sentence.

Like this: It is cold. I was not frightened.
The fire is out, and ___ ___ ___. I heard a noise, but ___ ___ ___ ___________.

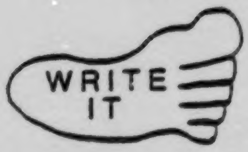
EXTRA TIP: A. *The fire is out, and it is cold.*
B. *I heard a noise, but I was not frightened.*

DIRECTIONS FOR 'TRY IT': Find a sentence in the sentence bank that relates to (goes together with) the sentence and conjunction in A and B. Write them together on your separate paper as a COMPOUND SENTENCE.

SENTENCE BANK: It is cold. I was not frightened.

A. The fire is out, and ___ ___ ___.

B. I heard a noise, but ___ ___ ___ ___________.



DIRECTIONS FOR 'WRITE IT': Find a sentence in the sentence bank that relates to one of the sentences and conjunctions in one through six. Write them together on your separate paper as COMPOUND SENTENCES.

SENTENCE BANK: His friends were proud of him. - The air felt warm. - The dog will get out. - The saucer is broken. - It was filled with water. Harold rowed across the lake.

1. It was cloudy, but
2. Harry won a prize, and
3. The cup is here, but
4. We must close the gate, or
5. We hurried to the boat, and
6. We hurried to the boat, but

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

COMBINING SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write COMPOUND SENTENCES. We will practice using conjunctions that best express how the two ideas relate in a COMPOUND SENTENCE.

STUDY IT

STUDY CHART

REMEMBER: The conjunction and signals that another idea is added.

The conjunction but signals contrast.

The conjunction or signals choice.

COMPOUND SENTENCES make our writing clearer.

As you learn other ways to write clearer sentences, you will see that you will need to write different kinds of sentences to express different ideas. You will learn also that writing a string of COMPOUND SENTENCES would be hard to write and boring to read. Different kinds of sentences should be mixed because they are easier to read. Different ideas need different kinds of sentences if they are to be expressed clearly.

REVIEW IT

1. The conjunction and signals that another idea is ________.
2. The conjunction but signals __________.
3. The conjunction or signals __________.
4. COMPOUND SENTENCES make your writing ________.
5. You need to write different kinds of sentences to express ________ ideas.
6. A string of COMPOUND SENTENCES would be hard to _____ and boring to read.
7. Different kinds of sentences should be _____.
8. Different ideas need ______ kinds of sentences if they are to be expressed clearly.

Building Writing Competency

PRACTICE PAGE

INFORMATION CAVE

We will practice writing COMPOUND SENTENCES by matching two related sentences, just as we did yesterday. Today, you will choose the conjunction that best signals the way the two sentences relate.

Like this: Sentence Bank: My dog barked. - He will not bite.

I heard a sound ________. My dog sounds mean________.

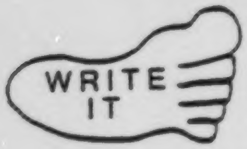
EXTRA TIP: A. *I heard a sound, and my dog barked.*
B. *My dog sounds mean, but he will not bite.*

DIRECTIONS FOR 'TRY IT': Find sentences in the Sentence Bank below that relates to sentences A and B. Choose the conjunction that best signals the way the two sentences relate. Write the COMPOUND SENTENCE on your separate paper.

SENTENCE BANK: My dog barked. - He will not bite.

A. I heard a sound, ____________. (Use and , but , or or)

B. My dog sounds mean, __________.



DIRECTIONS FOR 'WRITE IT': Find one sentence in the Sentence Bank below that relates to a sentence in one through six. Choose the conjunction that best signals the way the two sentences relate. Write the COMPOUND SENTENCE on your separate paper.

SENTENCE BANK: They get along well. - The dog will not sleep in it. - He sleeps by the door. - My dog is more fun. - Our cat loved it. - He liked being in the tub.

1. We built a dog house ____________________.
2. My dog sleeps under my bed _____________.
3. I gave my dog a bath ______________.
4. Cats are fun ___________________________.
5. We bought a new kind of cat food _______.
6. Our cat and dog like each other _______.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

'WRITE IT' CORRECTING BANK

PRACTICE A:

1. Harry won a prize, and he felt proud.
2. I closed the door, and we felt safe.
3. I turned on the television, and we watched my favorite program.
4. We got into the boat, and Henry rowed us across the lake.
5. The lunch bell rang, and we went to the cafeteria.

PRACTICE B:

1. The fire is out, and the room is cold.
2. The fire is out, but the room is still warm.
3. I will light the fire, or the room will get cold.
4. I ran over a nail, and my tire is flat.
5. I ran over a nail, but my tire is not flat.
6. The tire is fixed, and I am ready for a long ride.

PRACTICE C:

1. It was cloudy, but the air felt warm.
2. Harry won a prize, and his friends were proud of him.
3. The cup is here, but the saucer is broken.
4. We must close the gate, or the dog will get out.
5. We hurried to the boat, and Harold rowed across the lake.
6. We hurried to the boat, but it was filled with water.

PRACTICE D:

1. We built a dog house, but the dog will not sleep in it.
2. My dog sleeps under my bed, or he sleeps by the door.
3. I gave my dog a bath, and he liked being in the tub.
4. Cats are fun, but my dog is more fun.
5. We bought a new kind of cat food, and our cat loved it.
6. Our cat and dog like each other, and they get along well.

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

Page 90
Level 4
Series 9
Practice: Mastery Test

COMBINING SENTENCES

Read the directions and write your sentences on separate paper.

On your separate paper, write COMPOUND SENTENCES by combining the sets of sentences below. Use a conjunction from the CONJUNCTION LIST that shows the clearest way to write the COMPOUND SENTENCE.

CONJUNCTION LIST: and - but - or

1. The fire is out. The room is cold.
2. The fire is out. The room is still warm.

Find a sentence in the Sentence Bank that relates to one of the sentences and conjunctions in three and four. Write them together on your separate paper as COMPOUND SENTENCES.

SENTENCE BANK: The air felt warm. - The dog will get out.

3. It was cloudy, but
4. We must close the gate, or

Find one sentence in the Sentence Bank below that relates to a sentence in five and six. Choose the conjunction that best signals the way the two sentences relate. Write the COMPOUND SENTENCE on your separate paper.

SENTENCE BANK: The dog will not sleep in it. - The room will get cold.

5. We built a dog house ____________.
6. I will light the fire ____________.

Directions for Correcting. In order to pass this test, no errors will be allowed on this paper. Check each sentence for spelling, capitals, punctuation, and sentence sense.

Building Writing Competency

Page 91
Level 4
Series 10
Practice A

CORRECTING RUN-ONS - STUDY PAGE

OBJECTIVE

Step by step, we will correct RUN-ON SENTENCES. We will use what we have learned about subjects and predicates to correct sentences that run-together.

STUDY IT

STUDY CHART

Students often run sentences together. Like this:

Run-on: Mike found a kitten it was in a tree.

Today we will use one way to correct a run-on.

Finding the subjects and predicates will tell us where we can end one sentence with a period and begin the next sentence with a capital letter.

First subject: Mike (names which person)
First predicate: found a kitten (tells what the subject did)
Second subject: It (names what thing)
Second predicate: was in a tree (tells what the subject was)

Run-on corrected: Mike found a kitten. It was in a tree.

This is the first step in correcting run-ons. We are correcting run-ons by finding the simple sentences and then using capital letters and periods to write them correctly. The next lessons will show you a way to use joining words (conjunctions) to correct run-ons.

REVIEW IT

1. Students often run sentences _______.
2. Today, we will use ____ way to correct a run-on.
   Do you think you will learn other ways in later lessons?
3. Finding the subject and predicate will tell us where we can end one sentence with a ______ and begin the second sentence with a ________ letter.
4. In the run-on Mike found a kitten it was in a tree :
   The first subject and predicate are _______________.
   The second subject and predicate are _______________.
5. Mike names ____ _____. ...found a kitten tells what the subject ______.
6. It names _____ ______. ...was in a tree tells what the subject _______.

Building Writing Competency

Page 92
Level 4
Series 10
Practice A

PRACTICE PAGE

INFORMATION CAVE

We can use what we have learned about subjects and predicates to correct run-on sentences. Like this:

Run-on: The kitten was crying we lifted it from the tree.

First subject and predicate: The kitten was crying. (Period added to make a correct sentence.)

Second subject and predicate: We lifted it from the tree. (Capital letter needed for correct sentence.) REMEMBER: a subject names which person or what thing and the predicate tells what the subject does, did, is, or has.

Run-on: The kitten was crying we lifted it from the tree.

EXTRA TIP: A. *The kitten was crying.*
B. *We lifted it from the tree.*

DIRECTIONS FOR 'TRY IT': Choose the first subject and predicate from the run-on below and write it on your separate paper. Then choose the second subject and predicate and write it on your separate paper. Don't forget that the first subject and predicate should have a period. The second subject and predicate must begin with a capital letter and end with a period.

Run-on: The kitten was crying we lifted it from the tree.

First subject and predicate: A. __ _____ __ _____.

Second subject and predicate: B. __ _____ __ __ __ _____.

DIRECTIONS FOR 'WRITE IT': Choose the first subject and predicate from each run-on below and write it on your separate paper. Then choose the second subject and predicate and write it on your separate paper. Make sure each sentence has a capital letter and a period.

Run-on: Mike took the kitten home he named it Tiger.

1. ___ ___ ___ ___ _____.
2. __ _____ __ _____.

Run-on: Tiger was always hungry he grew quickly.

3. _____ ___ _____ _____.
4. __ _____ _______.

Run-on: Mike set Tiger on the scales he weighed fifteen pounds.

5. ___ ___ _____ __ ___ _____.
6. __ _______ _______ _____.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

Page 93
Level 4
Series 10
Practice B

CORRECTING RUN-ONS - STUDY PAGE

OBJECTIVE

Step by step, we will correct RUN-ON SENTENCES. We will use what we have learned about subjects and predicates to correct sentences that run-together.

STUDY IT

STUDY CHART

Today we will use one way to correct a run-on.
Like this:

Run-on: Mary took the test she passed.

Finding the subjects and predicates will tell us where we can end one sentence with a period and begin the next sentence with a capital letter.

First subject: Mary (names which person)
First predicate: took the test (tells what the subject did)

Second subject: She (names which person)
Second predicate: passed (tells what the subject did)

Run-on corrected: Mary took the test. She passed.

REVIEW IT

1. Today we will use ___ way to correct a run-on.
   Do you think you will learn other ways in later lessons?
2. Finding the subject and predicate will tell us where we can end one sentence with a _______ and begin the second sentence with a _______ letter.
3. In the run-on Mary took the test she passed:
   The first subject and predicate are ___________________
   The second subject and predicate are___________________
4. Mary names _____ ______. ...took the test tells what the subject ___.
5. She names _____ ______. ...passed tells what the subject ___.

Building Writing Competency

Page 94
Level 4
Series 10
Practice B

PRACTICE PAGE

INFORMATION CAVE

We can use what we have learned about subjects and predicates to correct run-on sentences. Like this:

Run-on: Don walked home he was late for dinner.
First subject and predicate: Don walked home. (Period added to make a correct sentence.)
Second subject and predicate: He was late for dinner. (Capital letter needed for correct sentence.) REMEMBER: a subject names which person or what thing and the predicate tells what the subject does, did, is, or has.

Run-on: Don has a new book the cover is red.

EXTRA TIP: A. *Don has a new book.*
B. *The cover is red.*

TRY IT

DIRECTIONS FOR 'TRY IT': Choose the first subject and predicate from the run-on below and write it on your separate paper. Then choose the second subject and predicate and write it on your separate paper. Don't forget that the first subject and predicate should have a period. The second subject and predicate must begin with a capital letter and end with a period.

Run-on: Don has a new book the cover is red.

First subject and predicate: A. ___ ___ _ ___ ____.

Second subject and predicate: B. ___ _____ __ ___.

WRITE IT

DIRECTIONS FOR 'WRITE IT': Choose the first subject and predicate from each run-on below and write it on your separate paper. Then choose the second subject and predicate and write it on your separate paper. Make sure each sentence has a capital letter and period.

Run-on: The fire is hot the room is warm.

1. ___ ____ __ ___.
2. ___ ____ __ ____.

Run-on: Timmy went home his sister is still here.

3. _____ ____ ____.
4. ___ ______ __ _____ _____.

Run-on: Run-ons are easy to correct we find each subject and predicate.

5. ___ ___ ___ ____ __ ______.
6. __ ____ ____ ______ ___ _________.

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

Page 95
Level 4
Series 10
Practice C

CORRECTING RUN-ONS - STUDY PAGE

OBJECTIVE

Step by step, we will correct RUN-ON SENTENCES. We will use what we have learned about subjects and predicates to correct sentences that run-together.

STUDY IT

STUDY CHART

Today we will use one way to correct a run-on.

Like this:

Run-on: The fire was warm he fell asleep.

Finding the subjects and predicates will tell us where we can end one sentence with a period and begin the next sentence with a capital letter.

First subject: The fire (names what thing)
First predicate: was warm (tells what the subject was)

Second subject: he (names which person)
Second predicate: fell asleep (tells what the subject did)

Run-on corrected: The fire was warm. He fell asleep.

REVIEW IT

1. Today we will use ___ way to correct a run-on.
   Do you think you will learn other ways in later lessons?
2. Finding the subject and predicate will tell us where we can end one sentence with a _____ and begin the second sentence with a ______ letter.
3. In the run-on The fire was warm he fell asleep.
   The first subject and predicate are _______________.
   The second subject and predicate are _______________.
4. The fire names ____ _____. ... was warm tells what the subject ____.
5. He names _____ ______. ... fell asleep tells what the subject ____.

Building Writing Competency

Page 96
Level 4
Series 10
Practice C

PRACTICE PAGE

INFORMATION CAVE

We can use what we have learned about subjects and predicates to correct run-on sentences: Like this:

Run-on: The fire was warm he fell asleep.

First subject and predicate: The fire was warm. (Period added to make a correct sentence.)

Second subject and predicate: He fell asleep. (Capital letter needed for correct sentence.) REMEMBER: a subject names which person or what thing and the predicate tells what the subject does, did, is, or has.

Run-on: The fire was warm he fell asleep.

EXTRA TIP: A. *The fire was warm.*
B. *He fell asleep.*

DIRECTIONS FOR 'TRY IT': Choose the first subject and predicate from the run-on below and write it on your separate paper. Then choose the second subject and predicate and write it on your separate paper. Don't forget that the first subject and predicate should have a period. The second subject and predicate must begin with a capital letter and end with a period.

Run-on: The fire was warm he fell asleep.

A. First Subject and Predicate: __ ____ ___ _____.

B. Second Subject and Predicate: __ ___ _____.

DIRECTIONS FOR 'WRITE IT': Choose the first subject and predicate from each run-on below and write it on your separate paper. Then choose the second subject and predicate and write it on your separate paper. Make sure each sentence has a capital letter and period.

Run-on: Arnold forgot to add wood the fire went out.

1. _____ _____ __ ___ ___.
2. ___ ___ ____ ___.

Run-on: The dog was sleeping by the fireplace he began to bark.

3. __ ___ ___ ______ __ ___ _____.
4. __ _____ __ _____.

Run-on: Arnold built another fire the dog went back to sleep.

5. __ ___ ______ ____.
6. __ ___ ____ ____ __ ______.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

Page 97
Level 4
Series 10
Practice D

CORRECTING RUN-ONS - STUDY PAGE

OBJECTIVE

Step by step, we will correct RUN-ON SENTENCES. We will use what we have learned about subjects and predicates to correct sentences that run-together.

STUDY IT

STUDY CHART

Sometimes students run-together three sentences without periods or capitals to separate them.

Like this:

Sam is not at school today Mary is home she has the flu.

We can find each subject and predicate and then use capital letters and periods to write three correct sentences. This is one way to correct a three sentence run-on:

Sam is not at school today. Mary is home. She has the flu.

This is the first step in correcting run-ons. We are correcting run-ons by finding the simple sentences and then using capital letters and periods to write them correctly. The next lessons will show you a way to use joining words (conjunctions) to correct run-ons.

REVIEW IT

1. Sometimes students run-together _____ sentences without periods or capitals to separate them.
2. We can find each ______ and ______ and then use capital letters and periods to write three correct sentences.
3. This is ___ way to correct a three sentence run-on.
4. This is the _____ step in correcting run-ons.
5. We are correcting run-ons by finding the _______ sentences and then using capitals and periods to write them correctly.
6. The next lessons will show you a way to use ________ words (conjunctions) to correct run-ons.

Building Writing Competency

PRACTICE PAGE

Page 98
Level 4
Series 10
Practice D

INFORMATION CAVE

We can correct three sentence run-ons by using capital letters and periods to write separate sentences. This is one way to correct run-ons.

Like this:
Three sentence run-on: The cat chased the bird the bird flew away we laughed at the cat.

EXTRA TIP:
A. The cat chased the bird.
B. The bird ____ ____.
C. __ _____ __ __ __.

DIRECTIONS FOR 'TRY IT': Find the simple sentences in the run-on below. Use capitals and periods to write separate, correct sentences.

Three sentence run-on: The cat chased the bird the bird flew away we laughed at the cat.

A. ______________________________.
B. ______________________________.
C. ______________________________.

DIRECTIONS FOR 'WRITE IT': Find the simple sentences in the run-ons below. Use capitals and periods to write separate, correct sentences.

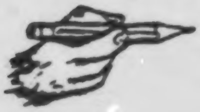
Three sentence run-ons: We enjoy kickball games John is our pitcher Janet plays on first base.

1. ______________________________.
2. ______________________________.
3. ______________________________.

Three sentence run-on: Sometimes I miss the ball our team never worries we play kickball for fun and exercise.

4. ______________________________.
5. ______________________________.
6. ______________________________.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.



'WRITE IT' CORRECTING BANK

PRACTICE A:

1. Mike took the kitten home.
2. He named it Tiger.

3. Tiger was always hungry.
4. He grew quickly.

5. Mike set Tiger on the scales.
6. He weighed fifteen pounds.

PRACTICE B:

1. The fire is hot.
2. The room is warm.

3. Timmy went home.
4. His sister is still here.

5. Run-ons are easy to correct.
6. We find each subject and predicate.

PRACTICE C:

1. Arnold forgot to add wood.
2. The fire went out.

3. The dog was sleeping by the fireplace.
4. He began to bark.

5. Arnold built another fire.
6. The dog went back to sleep.

PRACTICE D:

1. We enjoy kickball games.
2. John is our pitcher.
3. Janet plays on first base.

4. Sometimes I miss the ball.
5. Our team never worries.
6. We play kickball for fun and exercise.

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

Page 100
Level 4
Series 10
Practice: Mastery Test

CORRECTING RUN-ONS

- Read the directions and write your sentences on a separate paper.

- Choose the first subject and predicate from each run-on below and write it on your separate paper. Then choose the second subject and predicate and write it on your separate paper. Make sure each sentence has a capital letter and period.

Run-on: The dog was sleeping by the fireplace he began to bark.

1. ______________________________.
2. ______________________________.

Run-on: Arnold built another fire the dog went back to sleep.

3. ______________________________.
4. ______________________________.

- Find the simple sentences in the run-ons below. Use capital letters and periods to write separate, correct sentences.

Three sentence run-on: Sometimes I miss the ball our team never worries we play kickball for fun and exercise.

5. ______________________________.
6. ______________________________.
7. ______________________________.

CORRECTING RUN-ONS - STUDY PAGE

OBJECTIVE

Step by step, we will correct RUN-ON SENTENCES. We will use conjunctions (joining words) as one more way to correct sentences that run together.

STUDY IT

STUDY CHART

We have practiced correcting two sentence run-ons by finding the two simple sentences and writing them separately. Another way to correct run-ons is to use joining words (conjunctions). Like this:

Run-on: Marty played the piano we sang songs.

Corrected using a conjunction: Marty played the piano, and we sang songs.

If the two sentences in a run-on go together (are related) a joining word (conjunction) can be used to correct the run-on. Joining words (conjunctions) such as AND , BUT , OR and SO can help add meaning to your writing because they SIGNAL how one thought is related to the other thought.

Run-on: Julie works slowly her work is correct.

Julie works slowly, but her work is correct.

Notice that the conjunction SIGNALS more about how the thoughts are related. Use a comma in front of the conjunction.

REVIEW IT

1. We have practiced correcting two sentence run-ons by finding the two simple sentences and writing them ________.
2. Another way to correct run-ons is to use ______ ______ (conjunctions).
3. If the two sentences in a run-on ___ ______ (are related) a joining word (conjunction) can be used to correct the run-on.
4. Joining words (conjunctions) such as ___ , ___ , ___ and ___ can help add meaning to your writing because they ________ how one thought is related to the other thought.
5. Notice that the conjunction _______ more about how the thoughts are related.
6. Use a ______ in front of the conjunction.

Building Writing Competency

PRACTICE PAGE

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Level 4
Series 11
Practice A

INFORMATION CAVE

We can correct a two-sentence run-on by finding the subject and predicate of both sentences. Then we can use a joining word (conjunction) to write the two sentences into one correct sentence.

Joining words (conjunctions): and, but, or, so

EXTRA TIP: John mowed the lawn his brother washed the car.

A. First subject and predicate: *John mowed the lawn.*
B. Second subject and predicate: *His brother washed the car*
C. Joined with a joining word: *John mowed the lawn, and his brother washed the car.*

TRY IT

DIRECTIONS FOR 'TRY IT': Find the subjects and predicates in the run-on below and write them on your separate paper. Then use the joining word and to write the two subjects and predicates as one correct sentence.

Run-on: John mowed the lawn his brother washed the car.

A. First subject and predicate: ______________________
B. Second subject and predicate: ______________________
C. Run-on corrected using conjunction: ______________________

WRITE IT

DIRECTIONS FOR 'WRITE IT': Find the subjects and predicates in the run-ons below and write them on your separate paper. Then use the joining word and to write the two subjects and predicates as one correct sentence.

Run-on: My sister cooks dinner my brother washes the dishes.

1. First subject and predicate: ______________________
2. Second subject and predicate: ______________________
3. Run-on corrected using conjunction: ______________________

Run-on: Jim is a jogger he has running shoes.

4. First subject and predicate: ______________________
5. Second subject and predicate: ______________________
6. Run-on corrected using conjunction: ______________________

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

CORRECTING RUN-ONS - STUDY PAGE

OBJECTIVE

Step by step, we will correct RUN-ON SENTENCES. We will use conjunctions (joining words) as one more way to correct sentences that run together.

STUDY IT

STUDY CHART

We can correct two-sentence run-ons by writing two separate sentences, or we can join the two sentences with a conjunction. We can join two (but not more than two) sentences using conjunctions such as: and, but, so, or.

Like this: Run-on: I eat cupcakes fruit is better for me.

I eat cupcakes. Fruit is better for me. OR - I eat cupcakes, but fruit is better for me.

We used the conjunction but to join two sentences correctly. We used a comma before the joining word.

Conjunctions have different meanings, and sometimes only one of them can be used to correct run-ons with related sentences.

Conjunctions help our writing by signaling how ideas are related.

REVIEW IT

1. We can correct two-sentence run-ons by writing ___ ________ sentences, or we can join the two sentences with a __________.
2. We can join ___ (but not more than two) sentences using conjunctions such as: ___, ___, __, __.
3. The subjects and predicates in the run-on I eat cupcakes fruit is better for me are ___ (which person) _____ (do) - _____ (what thing) _______________ (is).
4. We used the conjunction ___ to join two sentences correctly.
5. We used a _____ before the conjunction.

Building Writing Competency

PRACTICE PAGE

Page 104
Level 4
Series 11
Practice B

INFORMATION CAVE

We can correct a two-sentence run-on by using subjects and predicates to find each sentence. Then we can join each sentence using a conjunction such as : and, but, so, or. Use the conjunction that best signals how the ideas are related.

EXTRA TIP: The rain started we ran to the classroom.

A. First subject and predicate: *The rain started.*
B. Second subject and predicate: *We ran to the classroom.*
C. Run-on corrected using conjunction: *The rain started, so we ran to the classroom.* OR *The rain started, and we ran to the classroom.*

DIRECTIONS FOR 'TRY IT': Find the subjects and predicates in the run-on below and write them on your separate paper. Then join the subjects and predicates into one sentence using the conjunction that you think makes the most sense.

Run-on: The rain started we ran to the classroom.

A. First subject and predicate: ____________________
B. Second subject and predicate: ____________________
C. Run-on corrected using conjunction: ____________________

DIRECTIONS FOR 'WRITE IT': Find the subjects and predicates in each of the run-ons below and write them on your separate paper. Then join the subjects and predicates into one sentence using the conjunction that you think makes the most sense.

Run-on: The air is dusty the window is dirty.

1. First subject and predicate: ____________________
2. Second subject and predicate: ____________________
3. Run-on corrected using conjunction: ____________________

Run-on: We washed the window it is dirty again.

4. First subject and predicate: ____________________
5. Second subject and predicate: ____________________
6. Run-on corrected using conjunction: ____________________

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

CORRECTING RUN-ONS - STUDY PAGE

OBJECTIVE

Step by step, we will correct RUN-ON SENTENCES. We will use conjunctions (joining words) as one more way to correct sentences that run together.

STUDY IT

STUDY CHART

We can correct two-sentence run-ons by writing two separate sentences,or we can join the two sentences with a conjunction.

We can join only two sentences using conjunctions such as: and, but, so, or. LIKE THIS: Run-on: Dad fishes often he bought a boat.

Dad (which person) fishes often. (does)

He (which person) bought a boat. (did)

Dad fishes often, so he bought a boat.

We used the conjunction so to join the two sentences correctly. We used a comma before the joining word.

If you can use conjunctions to correct run-ons it can make your writing clearer. Conjunctions signal how the ideas are related. AND signals a thought to be added. BUT signals a different thought (contrast). OR signals a choice. SO signals the reason (therefore).

REVIEW IT

1. We can correct two-sentence run-ons by writing ___ ___ sentences, or we can join the two sentences with a _______.
2. We can join only _____ sentences using conjunctions such as _____, _____, _____, ____.
3. The subjects and predicates in the run-on Dad fishes often he bought a boat are:
   Dad (_____ ______) fishes often. (____) - He (___ _____) bought a boat. (______).
4. Now we can join the two sentences like this:
   ___ ______ _____, __ __ _______ __ ______.
5. We used the conjunction ___ to join the two sentences correctly.
6. We used a _____ before the conjunction word.

Building Writing Competency

PRACTICE PAGE

INFORMATION CAVE

We can correct a two-sentence run-on by joining the two sentences with a conjunction such as: and, but, so, or.

EXTRA TIP: Mary fell she is not hurt.

A. First subject and predicate: *Mary fell.*
B. Second subject and predicate: *She is not hurt.*
C. Run-on corrected using conjunction: *Mary fell, but she is not hurt.*

TRY IT

DIRECTIONS FOR 'TRY IT': Find the subjects and predicates in the run-on below and write them on your separate paper. Then join the subjects and predicates into one sentence using the conjunction that you think makes the most sense: and, but, so, or.

Run-on: Mary fell she is not hurt.
A. First subject and predicate: ____________________.
B. Second subject and predicate: ____________________.
C. Run-on corrected using conjunction: ____________.

WRITE IT

DIRECTIONS FOR 'WRITE IT': Find the subjects and predicates in each run-on below and write them on your separate paper. Then join the subjects and predicates into one sentence using the conjunction that you think makes the most sense: and, but, so, or.

Run-on: Tim finishes his work he stays after school.
1. First subject and predicate: ____________________.
2. Second subject and predicate: ____________________.
3. Run-on corrected using conjunction: ____________.

Run-on: Jim has a cold he is at school.
4. First subject and predicate: ____________________.
5. Second subject and predicate: ____________________.
6. Run-on corrected using conjunction: ____________.

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

CORRECTING RUN-ONS - STUDY PAGE

OBJECTIVE

Step by step, we will correct RUN-ON SENTENCES. We will use conjunctions (joining words) as one more way to correct sentences that run together.

STUDY IT

STUDY CHART

We have practiced correcting two-sentence run-ons.

Some students run three or more sentences together using and-and-and or then-then-then. Like this:

We planned a party and we wrote invitations and we made cupcakes.
We planned a party then we wrote invitations then we made cupcakes.

You know that you can join only two sentences with a conjunction.

The first way we will learn to correct and-and-and run-ons is by taking away all the conjunctions and writing separate sentences.

Like this: We planned a party.
We wrote invitations.
We made cupcakes.

REVIEW IT

1. We have practiced correcting ___-___________run-ons.
2. Some students run ___ or more sentences together using and-and-and or ____-____-____.
3. You know that you can join only ___ sentences with a conjunction.
4. The first way we will learn to correct and-and-and run-ons is by writing _______ sentences.

Building Writing Competency

PRACTICE PAGE

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Series 11
Practice D

INFORMATION CAVE

We can correct and-and-and or then-then-then run-ons by writing the sentences separately using capital letters and periods to separate the sentences.

EXTRA TIP: We played games and we ate ice-cream and the party was fun.

A. *We played games.* B. *We ate ice-cream.* C. *The party was fun.*

We took out all the ands and used capital letters and periods to write separate sentences.

DIRECTIONS FOR 'TRY IT': Find the three sentences in the and-and-and run-on below. Use capital letters and periods to write the three sentences separately on your paper.

Run-on: We played games and we ate ice-cream and the party was fun.

A. ____________________.
B. ____________________.
C. ____________________.

DIRECTIONS FOR 'WRITE IT': Find the separate sentences in the and-and-and run-on and the then-then-then run-on. Use capital letters and periods to write the separate sentences correctly on your paper.

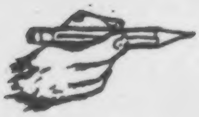
Run-on: Mr. Green picked team captains then the captains picked players for the teams then we played soccer.

1. ____________________.
2. ____________________.
3. ____________________.

Run-on: Our team scored three runs and I caught a fly and we won the game.

4. ____________________.
5. ____________________.
6. ____________________.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.



'WRITE IT' CORRECTING BANK

PRACTICE A:

1. First subject and predicate: My sister cooks dinner.
2. Second subject and predicate: My brother washes the dishes.
3. Run-on corrected using conjunction: My sister cooks dinner, and my brother washes the dishes.

4. First subject and predicate: Jim is a jogger.
5. Second subject and predicate: He has running shoes.
6. Run-on corrected using conjunction: Jim is a jogger, and he has running shoes.

PRACTICE B:

1. First subject and predicate: The air is dusty.
2. Second subject and predicate: The window is dirty.
3. Run-on corrected using conjunction: The air is dusty, and the window is dirty. OR The air is dusty, so the window is dirty.

4. First subject and predicate: We washed the window.
5. Second subject and predicate: It is dirty again.
6. Run-on corrected using conjunction: We washed the window, but it is dirty again.

PRACTICE C:

1. First subject and predicate: Tim finishes his work.
2. Second subject and predicate: He stays after school.
3. Run-on corrected using conjunction: Tim finishes his work, or he stays after school. OR Tim finishes his work, but he stays after school.

4. First subject and predicate: Jim has a cold.
5. Second subject and predicate: He is at school.
6. Run-on corrected using conjunction: Jim has a cold, but he is at school.

PRACTICE D:

1. Mr. Green picked team captains.
2. The captains picked players for the teams.
3. We played soccer.

4. Our team scored three runs.
5. I caught a fly.
6. We won the game.

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

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Level 4
Series 11
Practice: Mastery Test

CORRECTING RUN-ONS

- Read the directions and write your sentences on a separate paper.

- Find the subjects and predicates in the run-ons below and write them on your separate paper. Then join the subjects and predicates into one sentence using the conjunction that you think makes the most sense: and, but, so, or. Be sure to include a comma in your sentence.

Run-on: Mary fell she is not hurt.

1. First subject and predicate: ____________________
2. Second subject and predicate: ____________________
3. Run-on corrected: ____________________

Run-on: My sister cooks dinner my brother washes the dishes.

4. First subject and predicate: ____________________
5. Second subject and predicate: ____________________
6. Run-on corrected: ____________________

- Find the separate sentences in the and-and-and run-on. Use capital letters and periods to write the separate sentences correctly on your paper.

Run-on: Our team scored three runs and I caught a fly and we won the game.

7. ____
8. ____
9. ____

ADDING DETAIL - ADJECTIVES - STUDY PAGE

OBJECTIVE

Step by step, we will add detail to sentences. We will practice using adjectives to tell more about nouns.

STUDY IT

STUDY CHART

We can write our sentences more clearly by adding words that tell more about other words in the sentence.

The man wore a hat. The old man wore a hat.

We added a word that tells more about the subject noun in the sentence.

REMEMBER: Nouns are words that name persons, places, or things.

....man is a "person" noun. ....hat is a "thing" noun.

REMEMBER: Words that make nouns clearer are called ADJECTIVES.

...old is a describing adjective. old describes the noun man.

In today's lesson we will use adjectives that tell more about nouns in the SUBJECT PART of the sentence.

Tomorrow we will use a separate adjective list to help you add different adjectives to the list you are building in your own memory.

REVIEW IT

1. We can write our sentences more clearly by adding _____ that tell more about other words in the sentence.
2. We added a word that tells more about the _____ ____ in the sentence.
3. Remember: nouns are words that name _______, _____, or ________.
4. Words that make nouns clearer are called __________.
5. In today's lesson, we will use _________ that tell more about _____ in the ______ part of the sentence.

INFORMATION CAVE

We can choose adjectives from an adjective bank and use them to tell more about nouns in the subject part of the sentence. After each sentence, we will use labels to help us learn more about nouns. We will label whether the noun names a person or a thing. Like this:

ADJECTIVE BANK: young - long - huge - giant - gentle - icy- tired

A. The __________ beaver slept.

EXTRA TIP: A. *The young beaver slept.* *Beaver: thing noun*
OR *The tired beaver slept.*

DIRECTIONS FOR 'TRY IT': Choose an adjective from the adjective bank and use it to tell more about the noun in the subject part of the sentence. After each sentence write the noun and label whether it names a person or thing. Use any adjective that makes sense but use each adjective only once.

ADJECTIVE BANK: young - long - huge - giant - gentle - icy - tired

A. The ______ beaver slept. (write the noun: person or thing)

B. The ______ wind began to blow. (write the noun: person or thing)

DIRECTIONS FOR 'WRITE IT': Choose an adjective from the adjective bank and use it to tell more about the noun in the subject part of the sentence. After each sentence write the noun and label whether it names a person or thing. Use any adjective that makes sense but use each adjective only once.

ADJECTIVE BANK: red - dry - cold - long - raging - tired - thirsty - pretty - young

1. The ______ prince was dancing. (noun: person or thing)
2. The ______ forest burned quickly. (noun: person or thing)
3. The ______ men drank happily. (noun: person or thing)
4. The ______ trip was over. (noun: person or thing)

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

ADDING DETAIL - ADJECTIVES - STUDY PAGE

OBJECTIVE

Step by step, we will add detail to sentences. We will practice using adjectives to tell more about nouns in both the subject and predicate.

STUDY IT

STUDY CHART

Yesterday we used DESCRIBING ADJECTIVES to tell more about NOUNS in the subject part of the sentence.

Today we will use DESCRIBING ADJECTIVES to tell more about NOUNS in both the subject and predicate part of the sentence.

This sentence has a NOUN in the subject and a NOUN in the predicate: The man drove a car. (man: person noun - car: thing noun)

Now we will add an adjective to tell about each noun.

The huge man drove a tiny car. The foolish man drove a purple car.

Notice how the describing adjectives add to or change the meaning of the sentence.

REVIEW IT

1. Yesterday we used ______ ______ to tell more about NOUNS in the subject part of the sentence.
2. Today we will use DESCRIBING ADJECTIVES to tell more about ______ in both the ______ and ______ part of the sentence.
3. What are the two nouns in the sentence The man drove a car ?
4. Name the adjectives and nouns in these sentences:

   The huge man drove a tiny car.

   The foolish man drove a purple car.

Building Writing Competency

PRACTICE PAGE

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Level 4
Series 12
Practice B

INFORMATION CAVE

Today we will use DESCRIBING ADJECTIVES to tell more about nouns. We will use sentences with a noun in both the subject and the predicate.

Today we will use adjectives from a separate ADJECTIVE LIST. This separate ADJECTIVE LIST will help you add different adjectives to the list you are building in your OWN MEMORY.

Look at the separate ADJECTIVE LIST. Find the describing adjectives. Notice that in later lessons you will learn about other kinds of adjectives. For today, we will use only the DESCRIBING ADJECTIVES.

Choose adjectives from your ADJECTIVE LIST to tell more about each noun in a sentence. Like this:

A. The ______ man drove a ______ car. (Nouns: ______, ______)

EXTRA TIP: A. *The young man drove a red car.* (*Nouns: man, car*)
OR *The tall man drove a slow car.* (*Nouns: man, car*)

TRY IT

DIRECTIONS FOR 'TRY IT': Use your adjective list to tell more about each noun in the sentences below. After each of your sentences label and write each noun. Use any describing adjective that makes sense.

A. The _____ man drove a ______ car. (Nouns: ______, ______)
B. The _____ beaver had ______ teeth. (Nouns: ______, ______)

WRITE IT

DIRECTIONS FOR 'WRITE IT': Use your adjective list to tell more about each noun in the sentences below. After each of your sentences label and write each noun. Use any describing adjective that makes sense.

1. The _______ princess planned a _______ party. (Nouns: ___, _____)
2. The _______ river flooded during the _____ winter. (Nouns: ___, ___)
3. The _______ ghost frightened the ______ children. (Nouns: ___, ___)
4. A (or An) ____ farmer plowed the _____ field. (Nouns: ___, ___)

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

DESCRIBING ADJECTIVES

COLOR

red
white
green
blue
yellow
brown
orange
purple
gray
black

SHAPE OR SIZE

wide
round
long
square
triangular

giant
huge
small
gigantic
tall
narrow
little
enormous
whole
big
tiny
thick

KIND OR CONDITION

muddy
hungry
pretty
dead
sharp
dry
young
foolish
ugly
windy
hot
icy
rainy
glaring
raging
tired
young
stormy
thirsty
crashing
starving
sandy
towering
sad
angry
greasy
warm
rough
suspicious
fluffy
shiny
stale
ripe
wicked
silly
crowded
howling
handsome

interesting
crispy
juicy
cold
roaring
fierce
pounding
fascinating
snarling
dangerous
courageous
freezing
faithful
heavy
driving
deep
glassy
clear
mirrored
first
great
beautiful
wet
new
wooden
slow
silent
peaceful
worried
joyful
careless
serious
bright
lovable
noisy

LIMITING ADJECTIVES

some
many
few
numbers
each
one
second
fifty
all
first
any
thirteen

POINTING OUT ADJECTIVES

this
that
these
those

ADDING DETAIL - ADJECTIVES - STUDY PAGE

OBJECTIVE

Step by step, we will add detail to sentences. We will use a special ADJECTIVE LIST to help use different kinds of adjectives.

STUDY IT

STUDY CHART

We are using a special separate ADJECTIVE LIST to help us build our own memory list of adjectives.

Adjectives can be used to describe nouns EXACTLY.

The _brave_ lady lived in a _bad_ house.

Notice how interesting our sentence becomes when we use more exact ADJECTIVES.

The _courageous_ lady lived in the _creaking_ house.

DESCRIBING ADJECTIVES are words that tell color, size, shape, kind or condition.

Kind or condition adjectives: old, ugly, sad, dangerous.....

This week we are using adjectives that are placed in front of the nouns.

REVIEW IT

1. We are using a special separate _____ _____ to help us build our own memory list of adjectives.
2. Adjectives can be used to describe nouns ________.
3. Think of some ways you can use more exact adjectives in the sentence _The brave lady lived in a bad house._
4. Notice how _________ our sentence becomes when we use more exact ADJECTIVES.
5. Name as many kind or condition adjectives as you can.
6. This week we are using adjectives that are placed in _____ of the nouns.

Building Writing Competency

Page 116
Level 4
Series 12
Practice C

PRACTICE PAGE

INFORMATION CAVE

We will choose adjectives from our separate ADJECTIVE LIST to tell more about the nouns in sentences. We will use sentences with a noun in the subject part and a noun in the predicate part. After each sentence, we will label and write the nouns.

We are taking a step ahead today. Since you know we are writing with adjectives placed in front of the noun, there will be no blanks in the sentences. Like this:

A. The fire burned the trees. (Nouns: _____,_____)

EXTRA TIP: *The roaring fire burned the dry trees. (Nouns: fire, trees)*

DIRECTIONS FOR 'TRY IT': Choose describing adjectives from your ADJECTIVE LIST or your memory to tell more about each noun in the sentences below. After each sentence label and write the nouns.

The fire burned the trees.
A. ___ _______ ____ _____ _____ __ ___. (Nouns: _____, _____)

The man ate the pizza.
B. ___ ________ ___ ___ ___ ________ _____. (Nouns: _____, _____)

DIRECTIONS FOR 'WRITE IT': Choose describing adjectives from your ADJECTIVE LIST or your memory to tell more about each noun in the sentences below. After each sentence label and write the nouns.

The wind blew over the snow.
1. ___ ______ ____ ____ ____ ___ _________ ____. (Nouns _____, _____)

The ship sank in the waves.
2. ___ ______ ____ ____ __ ___ _____ _____. (Nouns _____, _____)

The boys teased the man.
3. ___ ______ ____ _____ ___ ______ ___. (Nouns _____, _____)

The knife cut the bread.
4. ___ _____ _____ ___ ___ _____ _____. (Nouns _____, _____)

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

ADDING DETAIL - ADJECTIVES - STUDY PAGE

OBJECTIVE

Step by step, we will add detail to sentences. We will use a special ADJECTIVE LIST to help use different kinds of adjectives.

STUDY IT

STUDY CHART

We are using adjectives that describe nouns EXACTLY.

We are using a special ADJECTIVE LIST to help us build a list for our memory. You can use adjectives from the list, or others you can think of to help describe nouns EXACTLY. Like this:

The pilot talked to the passengers.

The calm pilot talked to the screaming passengers.

The angry pilot talked to the cowardly passengers.

The sad pilot talked to the injured passengers.

DESCRIBING ADJECTIVES are words that tell color, size, shape, kind or condition.

REVIEW IT

1. We are using adjectives that describe nouns __________.
2. We are using a special ADJECTIVE LIST to help us _____ a list for our memory.
3. You can use adjectives from the list, or _____ you can think of to help describe nouns EXACTLY.
4. ____________ are words that tell color, size, shape, kind or condition.
5. Think of other adjectives to use with the sentence:
   The pilot talked to the passengers.

Building Writing Competency

PRACTICE PAGE

Page 118
Level 4
Series 12
Practice D

INFORMATION CAVE

We will use words from our ADJECTIVE LIST or from our memories to describe nouns exactly. After each sentence we will label and write the nouns. Like this:

A. The boat raced to the man. (Nouns: ______, ______)

EXTRA TIP: A. *The powerful boat raced to the drowning man. (Nouns: boat, man)*

OR *The gigantic boat raced to the joyful man. (Nouns: boat, man)*

DIRECTIONS FOR 'TRY IT': Choose describing adjectives from your ADJECTIVE LIST or your memory to tell more about each noun in the sentences below. After each sentence label and write the nouns.

A. The boat raced to the man.
___ ______ ____ _____ __ ___ _____ _____. (Nouns: _____, _____)

B. The girl looked at the sweater.
___ _____ _____ ______ __ ___ _____ ______. (Nouns: _____, _____)

DIRECTIONS FOR 'WRITE IT': Choose adjectives from your ADJECTIVE LIST or your memory to tell more about each noun in the sentences below. After each sentence label and write the nouns.

1. The team played a (or an) game.
___ ______ ____ ______ ___ _________ ____. (Nouns: _____, _____)

2. The pitcher threw the ball.
___ ______ ______ _____ ___ ______ ____. (Nouns: _____, _____)

3. My brother ran to the umpire.
___ ____ ______ ___ __ ___ ______ ______. (Nouns: _____, _____)

4. The coach talked to the players.
___ ______ _____ _____ __ ___ _____ ______. (Nouns: _____, _____)

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

'WRITE IT' CORRECTING BANK

PRACTICE A: POSSIBLE CORRECT ANSWERS.

1. The young prince was dancing. (prince: person)
2. The dry forest burned quickly. (forest: thing)
3. The thirsty men drank happily. (men: persons)
4. The long trip was over. (trip: thing)

PRACTICE B: EXAMPLES OF CORRECT ANSWERS. ACCEPT ANY DESCRIBING ADJECTIVES THAT MAKE SENSE.

1. The pretty princess planned a Christmas party. (princess, party)
2. The raging river flooded during the stormy winter. (river, winter)
3. The foolish ghost frightened the young children. (ghost, children)
4. A tired farmer plowed the dusty field. (farmer, field)

PRACTICE C: EXAMPLES OF CORRECT ANSWERS. ACCEPT ANY DESCRIBING ADJECTIVES THAT MAKE SENSE.

1. The icy wind blew over the freezing snow. (wind, snow)
2. The small ship sank in the crashing waves. (ship, waves)
3. The three boys teased the tired man. (boys, man)
4. The sharp knife cut the crispy bread. (knife, bread)

PRACTICE D: EXAMPLES OF CORRECT ANSWERS. ACCEPT ANY DESCRIBING ADJECTIVES THAT MAKE SENSE.

1. The hungry team played a careless game. (team, game)
2. The tiny pitcher threw the slow ball. (pitcher, ball)
3. My angry brother ran to the tall umpire. (brother, umpire)
4. The worried coach talked to the new players. (coach, players)

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

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Practice: Mastery Test

ADDING DETAIL - ADJECTIVES

Read the directions and write your sentences on a separate paper.

Choose adjectives from your ADJECTIVE LIST or your memory to tell more about each noun in the sentences below. After each sentence, label and write the nouns. Use each adjective only once.

The team played a (or an) game.

1. ___ _____ ____ _____ ___ _____ ____. (Nouns: ____, ____)

The pitcher threw the ball.

2. ___ ____ _____ ____ ___ _____ ____. (Nouns: ____, ____)

My brother ran to the umpire.

3. ___ _____ ______ ____ __ __ __ _____. (Nouns: ____, ____)

The coach talked to the players.

4. ___ ____ ____ ____ __ __ ____ _____. (Nouns: ____, ____)

The woman frightened Mary.

5. ___ _____ ____ _____ ___ ____. (Nouns: ____, ____)

ADDING DETAIL - ADVERBS - STUDY PAGE

OBJECTIVE

Step by step, we will add detail to sentences. We will add detail to sentences by using words that describe or tell more about verbs. We will use adverbs to tell about verbs.

STUDY IT

STUDY CHART

We have been using adjectives to tell about nouns. Now we will add detail to sentences by using words that tell more about verbs.

Like this: The children ran. The children ran quickly.
Quickly tells about the verb ran. Quickly is an adverb.

ADVERBS work with verbs to tell how, when, or where the action occurs (happens). ADVERBS often end in ly.

Today we will practice with ADVERBS that follow the verb in the sentence. We will practice writing with adverbs that tell how the action occurs (happens). Like this:

The children sat quietly.
Mother talked angrily.
The bird sang joyfully.
The sun rose quickly.

REVIEW IT

1. We have been practicing adding detail to sentences using adjectives that tell about ______.
2. We will add detail to sentences by using words that tell more about _____.
3. In the sentence The children ran quickly, quickly tells about the verb ______.
4. Quickly is an ______.
5. ADVERBS work with verbs to tell ___, _____, and _____ the action occurs.
6. ADVERBS often end in ___.
7. Today we will practice with ADVERBS that _____ the verb in the sentence.
8. We will practice writing with adverbs that tell _____ the action occurs.
9. In the sentence The children sat quietly, quietly tells _____ the children sat.
10. In the sentence The bird sang joyfully, joyfully tells ____ the bird sang.

INFORMATION CAVE

For our first step, we can choose adverbs from the adverb list to tell how action occurs (happens). Like this:

We worked. We worked slowly. We worked carefully.

ADVERB LIST: foolishly - quietly - wearily - patiently - happily - noisily - bravely - slowly - carefully

A. We worked __________.

EXTRA TIP: A. *We worked quietly.* OR *We worked wearily.*

DIRECTIONS FOR 'TRY IT': Choose a word from the ADVERB LIST in the Information Cave that will tell more about each verb in the sentences below. Write your sentence on your separate paper. Since more than one adverb will tell about each verb, your sentence will be correct as long as it makes sense.

A. We worked ___________. A. ____

B. John waved ___________. B. ____

DIRECTIONS FOR 'WRITE IT': Choose a word from the ADVERB LIST in the Information Cave that will tell more about each verb in the sentences below. Write the sentences on your separate paper. Since more than one adverb can tell about each verb, your sentences will be correct as long as they make sense.

1. The sea pounded___________. 1. ______________________________
2. John worked _____________. 2. ______________________________
3. The man waited ___________. 3. ______________________________
4. The baby drank the milk __. 4. ______________________________
5. Bill walked _____________. 5. ______________________________
6. She jumped ______________. 6. ______________________________

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

ADDING DETAIL - ADVERBS - STUDY PAGE

OBJECTIVE

Step by step, we will add detail to sentences. We will add detail to sentences by using words that describe or tell more about verbs. We will use adverbs to tell about verbs.

STUDY IT

STUDY CHART

Yesterday we used adverbs that work with verbs to tell how the action occurs (happens). We practiced using adverbs placed directly after the verb.

The children ran. The children ran quickly.

Today we will use adverbs that tell when the action occurs. We will see that adverbs can be used in different positions within a sentence. They are not always next to the verb they tell about. Like this:

Yesterday I went to school.

Sometimes we have apple juice with lunch.

They ran home today.

REVIEW IT

1. Yesterday we used adverbs that work with ______ to tell ______ the action occurs (happens).
2. We practiced using adverbs placed ______ ______ ______ ______.
3. Today we will use adverbs that tell ______ the action occurs.
4. In the sentence Yesterday I went to school , yesterday tells ______ the action occurs.
5. In the sentence Sometimes we have apple juice with lunch , sometimes tells ______ the action occurs.
6. In the sentence They ran home today , today tells ______ the action occurs.

Building Writing Competency

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Practice B

PRACTICE PAGE

INFORMATION CAVE

Adverbs add detail to sentences by working with verbs to tell when action occurs (happens). We can choose adverbs from a list and use them in different parts of sentences to tell when. Like this:

ADVERB BANK : (When action occurs): yesterday - often - sometimes - finally - today - early - once

EXTRA TIP: A. (When) we played baseball. *Yesterday we played baseball.*

B. John was happy (when). *John was happy today.*

DIRECTIONS FOR 'TRY IT': Choose a word from the ADVERB BANK in the Information Cave that tells when the action occurs. Since more than one adverb will tell about each verb, your sentence will be correct as long as it makes sense.

A. (When) we played baseball. A. ______________________

B. John was happy (when). B. ______________________

DIRECTIONS FOR 'WRITE IT': Choose a word from the ADVERB BANK in the Information Cave that tells when the action occurs in the sentences below. Write the sentences on your separate paper. Since more than one adverb can tell about each verb, your sentences will be correct as long as they make sense.

1. (When) I lost my pencil. 1. ______________________
2. We (when) go to concerts. 2. ______________________
3. The storm (when) stopped. 3. ______________________
4. (When) is the last day for tests. 4. ______________________
5. We took the bus home (when). 5. ______________________
6. I thought of ghosts (when). 6. ______________________

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

ADDING DETAIL - ADVERBS - STUDY PAGE

OBJECTIVE

Step by step, we will add detail to sentences. We will add detail to sentences by using words that describe or tell more about verbs. We will use adverbs to tell about verbs.

STUDY IT

STUDY CHART

Yesterday we used adverbs that work with verbs to tell when the action occurs (happens).

Yesterday I went to school.
They ran home today.

REMEMBER: Adverbs can be used in different positions within a sentence. They are not always next to the verb they tell about.

Today we will use adverbs that tell where the action occurs.
Like this:

It is warm outside.

The noise was nearby.

REMEMBER: Adverbs tell how, when, and where the action occurs (happens) in a sentence.

REVIEW IT

1. Yesterday we used adverbs that work with verbs to tell ____ the action occurs (happens).

2. In the sentence Yesterday I went to school , yesterday tells _____ the action occurs.

3. Today we will use adverbs that tell _____ the action occurs.

4. Remember adverbs tell ___, ____, and _____ the action occurs (happens) in a sentence.

Building Writing Competency

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Practice C

PRACTICE PAGE

INFORMATION CAVE

Today we will use adverbs that add detail to sentences by working with verbs to tell where action occurs (happens). We can choose adverbs from a list and use them in different parts of sentences to tell where. Like this:

ADVERB BANK: (Where action occurs): downtown - there - somewhere - here - outside - nearby - away

EXTRA TIP:

A. I left my glove (where). *I left my glove somewhere.*

B. (Where) is the new boy in our class. *There is the new boy in our class.*

DIRECTIONS FOR 'TRY IT': Choose a word from the ADVERB BANK in the Information Cave that tells where the action occurs. Since more than one adverb will tell about each verb, your sentence will be correct as long as it makes sense.

A. I left my glove (where). A. ____________________

B. (Where) is the new boy in our class. B. ____________________

DIRECTIONS FOR 'WRITE IT': Choose a word from the ADVERB BANK in the Information Cave that tells where the action occurs in the sentences below. Write the sentences on your separate paper. Since more than one adverb can tell about each verb, your sentences will be correct as long as they make sense.

1. Steve lives (where). 1. ____________________
2. The birds flew (where). 2. ____________________
3. The traffic is going (where). 3. ____________________
4. Take the chair (where). 4. ____________________
5. The horses ran (where). 5. ____________________
6. (Where) is your cup. 6. ____________________

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

ADDING DETAIL - ADVERBS - STUDY PAGE

OBJECTIVE

Step by step, we will add detail to sentences. We will add detail to sentences by using ADVERBS that describe or tell more about verbs.

STUDY IT

STUDY CHART

Today we will add detail to sentences by using words that describe or tell more about verbs. We will practice writing with adverbs that tell how, when, and where the action occurs. We will use adverbs to tell about verbs. Like this:

Neighbors came quickly.	(Tells how)
Yesterday I went home.	(Tells when)
The dog is outside.	(Tells where)

REMEMBER: Adverbs can be used in different positions within a sentence. They are not always next to the verb they tell about.

REVIEW IT

1. Today we will add _____ to sentences by using words that _____ or tell more about _______.
2. We will practice with adverbs that tell ____, _____, and _____ the action occurs.
3. We will use ______ to tell about verbs.
4. In the sentence Neighbors came quickly , quickly tells ______ the action occurred (happened).
5. In the sentence Yesterday I went home , yesterday tells ______ the action occurred.
6. In the sentence The dog is outside , outside tells _______ the action occurred.
7. The words quickly, yesterday, and outside are ________.
8. Adverbs are ___ always next to the verb they tell about.

INFORMATION CAVE

We can select adverbs from an ADVERB LIST to tell how, when, or where action occurs (happens). We will match the directions given after each verb. Like this:

ADVERB BANK: carefully - nearby - later - suddenly - next - again - happily - painfully - loudly

EXTRA TIP: A. We worked (where). *We worked nearby.*

B. A bell rang (when). *A bell rang again.*

DIRECTIONS FOR 'TRY IT': Choose a word from the ADVERB BANK in the Information Cave that tells how, when, or where the action occurs. Match the directions given after each verb. Since more than one adverb will tell about each verb, your sentence will be correct as long as it makes sense.

A. We worked (where). A. ____________________

B. A bell rang (when). B. ____________________

DIRECTIONS FOR 'WRITE IT': Choose a word from the ADVERB BANK in the Information Cave that tells how, when, or where the action occurs in the sentences below. Match the directions given after each verb. Write the sentences on your separate paper. Since more than one adverb can tell about each verb, your sentences will be correct as long as they make sense.

1. The car was (where). 1. ____________________

2. He wrote his name (how). 2. ____________________

3. (How) the bell rang. 3. ____________________

4. John will come (when). 4. ____________________

5. He laughed (how). 5. ____________________

6. They called (when). 6. ____________________

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

'WRITE IT' CORRECTING BANK

PRACTICE A: POSSIBLE ANSWERS. SENTENCES WILL BE CORRECT AS LONG AS THEY MAKE SENSE.

1. The sea pounded noisily.
2. John worked quietly.
3. The man waited patiently.
4. The baby drank the milk slowly.
5. Bill walked wearily.
6. She jumped happily.

PRACTICE B: POSSIBLE ANSWERS. SENTENCES WILL BE CORRECT AS LONG AS THEY MAKE SENSE.

1. Yesterday I lost my pencil.
2. We sometimes go to concerts.
3. The storm finally stopped.
4. Today is the last day for tests.
5. We took the bus home once.
6. I thought of ghosts finally.

PRACTICE C: POSSIBLE ANSWERS. SENTENCES WILL BE CORRECT AS LONG AS THEY MAKE SENSE.

1. Steve lives downtown.
2. The birds flew nearby.
3. The traffic is going away.
4. Take the chair outside.
5. The horses ran somewhere.
6. There is your cup.

PRACTICE D: POSSIBLE ANSWERS. SENTENCES WILL BE CORRECT AS LONG AS THEY MAKE SENSE.

1. The car was nearby.
2. He wrote his name carefully.
3. Suddenly the bell rang.
4. John will come later.
5. He laughed loudly.
6. They called again.

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

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Practice: Mastery Test

ADDING DETAIL - ADVERBS

- Read the directions and write your sentences on a separate paper.
- Choose a word or words from the ADVERB LIST that tells how, when, or where the action occurs. Match the directions given after each verb. Since more than one adverb will tell about each verb, your sentence will be correct as long as it makes sense.

ADVERB LIST: inside - yesterday - there - away - here - carefully - impatiently - slowly - earlier - finally - often - suddenly

1. We built a fire (where). 1. ______________________

2. It was cold (when). 2. ______________________

3. We washed dishes (when). 3. ______________________

4. He landed the fish (how). 4. ______________________

5. (How) the bell rang. 5. ______________________

6. (Where) is your cup. 6. ______________________

PARAGRAPHS - DETAIL SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write paragraphs. We will write a main idea sentence and detail sentences that tell more about the main idea sentence.

STUDY IT

STUDY CHART

A Paragraph is a group of sentences that tells about one idea.

We will begin our Paragraph with a Main Idea Sentence that signals and limits the idea of the paragraph.

We will add detail sentences that give examples to explain the Main Idea Sentence.

> My dog is silly. He barks when the telephone rings. Sometimes he sleeps in the middle of the street.

As a first step, we use a Paragraph Plan to label and list our paragraph sentences:

PARAGRAPH PLAN

Main Idea Sentence:	My dog is silly.
Detail Sentence:	He barks when the telephone rings.
Detail Sentence:	Sometimes he sleeps in the middle of the street.

Then we will change the sentences from the Paragraph Plan to a correct Paragraph. The first sentence of a paragraph is indented (leave a space about two fingers wide between the margin and the first word of your first sentence). Then make sure to use all of each line before going to the next line, but do not crowd words in at the end of the line.

PARAGRAPH

> My dog is silly. He barks when the telephone rings. Sometimes he sleeps in the middle of the street.

REVIEW IT

1. A Paragraph is a group of sentences that tells about one ______.
2. We will begin our Paragraph with a Main Idea Sentence that ______ and ______ the idea of the paragraph.
3. We will add detail sentences that give _____ to explain the Main Idea Sentence.
4. As a first step, we use a ________ _____ to label and list our paragraph sentences.
5. Then we will change the sentences from the Paragraph Plan to a correct __________.
6. The first ________ of a paragraph is indented.
7. Then make sure to use all of each ____ before going to the next line, but do not crowd words in at the end of the line.

Building Writing Competency

PRACTICE PAGE

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Practice A

INFORMATION CAVE

We can learn to write a Paragraph in two easy steps. First we will rewrite a Paragraph Plan. A Paragraph Plan labels and lists your paragraph sentences before you arrange them into a paragraph. A Paragraph Plan is not indented. You label and list the sentences.

PARAGRAPH PLAN

Main Idea Sentence: My dog is silly.
Detail Sentence: He barks when the telephone rings.
Detail Sentence: Sometimes he sleeps in the middle of the street.

As a second step, we will arrange the sentences from the Paragraph Plan into a correct Paragraph. We must indent and then write out sentences from margin to margin until we complete our paragraph. DO NOT NUMBER OR LABEL YOUR PARAGRAPH SENTENCES.

PARAGRAPH

My dog is silly. He barks when the telephone rings. Sometimes he sleeps in the middle of the street.

DIRECTIONS FOR 'TRY IT': On your separate paper, rewrite the Paragraph Plan in the Information Cave. A Paragraph Plan labels and lists your sentences. Each label and sentence should begin on a new line.

Main Idea Sentence: My dog is silly.
______ ________: __ _____ ____ ___ _________ _____.
______ ________: _________ __ ______ _ ___ ______ _ ___ ______.

DIRECTIONS FOR 'WRITE IT': On your separate paper, arrange the sentences from the Paragraph Plan into a correct Paragraph. Remember to indent the first sentence. Do not start a new line for a new sentence until each line is filled and do not crowd in words at the end of a line. DO NOT NUMBER YOUR SENTENCES IN A PARAGRAPH.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

PARAGRAPHS - DETAIL SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write paragraphs. We will write a main idea sentence and detail sentences that tell more about the main idea sentence.

STUDY IT

STUDY CHART

A Paragraph is a group of sentences that tells about one idea. We will begin our Paragraph with a Main Idea Sentence that signals and limits the idea of the paragraph.

We will add detail sentences that give examples to explain the Main Idea Sentence.

> We had fun at my birthday party. We played in the backyard. Everyone brought funny presents. Mom baked a delicious chocolate cake to serve with the ice cream.

As a first step, we use a Paragraph Plan to label and list our paragraph sentences:

PARAGRAPH PLAN

Main Idea Sentence:	We had fun at my birthday party.
Detail Sentence:	We played in the backyard.
Detail Sentence:	Everyone brought funny presents.
Detail Sentence:	Mom baked a delicious chocolate cake to serve with the ice cream.

Then we will change the sentences from the Paragraph Plan to a correct Paragraph. The first sentence of a paragraph is indented (leave a space about two fingers wide between the margin and the first word of your first sentence). Then make sure to use all of each line before going to the next line, but do not crowd words in at the end of the line.

PARAGRAPH

> We had fun at my birthday party. We played in the backyard. Everyone brought funny presents. Mom baked a delicious chocolate cake to serve with the ice cream.

REVIEW IT

1. A Paragraph is a group of sentences that tells about one ________.
2. We will begin our Paragraph with a Main Idea Sentence that _______ and ________ the idea of the paragraph.
3. We will add detail sentences that give ______ to explain the Main Idea Sentence.
4. As a first step, we use a ________ ____ to label and list our paragraph sentences.
5. Then we will change the sentences from the Paragraph Plan to a correct ____________.
6. The first ________ of a paragraph is indented.
7. Then make sure to use all of each _____ before going to the next line, but do not crowd words in at the end of the line.

Building Writing Competency

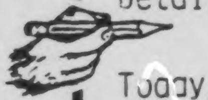
PRACTICE PAGE

INFORMATION CAVE

Today we will write a Paragraph in two easy steps. First we will rewrite a Paragraph Plan. A Paragraph Plan labels and lists your paragraph sentences before you arrange them into a paragraph. A Paragraph Plan is not indented.

PARAGRAPH PLAN

Main Idea Sentence:	We had fun at my birthday party.
Detail Sentence:	We played in the backyard.
Detail Sentence:	Everyone brought funny presents.
Detail Sentence:	Mom baked a delicious chocolate cake to serve with the ice cream.



Today, for the 'WRITE IT', we will not show you the way to change your sentences from a Paragraph Plan to a correct paragraph. You will have to remember to use two fingers to indent and to fill each line from margin to margin. DO NOT NUMBER THE SENTENCES IN YOUR CORRECT PARAGRAPH.

TRY IT

DIRECTIONS FOR 'TRY IT': On your separate paper, rewrite the Paragraph Plan in the Information Cave. A Paragraph Plan labels and lists your sentences. Each label and sentence should begin on a new line.

WRITE IT

DIRECTIONS FOR 'WRITE IT': On your separate paper, arrange the sentences from the Paragraph Plan into a correct Paragraph. Remember to indent the first sentence. Do not start a new line for a new sentence until each line is filled and do not crowd in words at the end of a line. DO NOT NUMBER YOUR SENTENCES IN A PARAGRAPH.

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

PARAGRAPHS - DETAIL SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write paragraphs. We will write a main idea sentence and detail sentences that tell more about the main idea sentence.

STUDY IT

STUDY CHART

A Paragraph is a group of sentences that tells about one idea.

We will begin our Paragraph with a Main Idea Sentence that signals and limits the idea of the paragraph.

We will add detail sentences that give examples to explain the Main Idea Sentence.

We had a great time on our camping trip.
We cooked hot dogs over our campfire.

As a first step, we use a Paragraph Plan to label and list our paragraph sentences:

PARAGRAPH PLAN

Main Idea Sentence: We had a great time on our camping trip.
Detail Sentence: We cooked hot dogs over our campfire.

Then we will change the sentences from the Paragraph Plan to a correct Paragraph. The first sentence of a paragraph is indented (leave a space about two fingers wide between the margin and the first word of your first sentence). Then make sure to use all of each line before going to the next line, but do not crowd words in at the end of the line.

PARAGRAPH

We had a great time on our camping
trip. We cooked hot dogs over our campfire.

REVIEW IT

1. A paragraph is a group of sentences that tells about one _______.
2. We will begin our Paragraph with a Main Idea Sentence that _______ and ________ the idea of the paragraph.
3. We will add detail sentences that give ______ to explain the Main Idea Sentence.
4. As a first step, we use a ________ ____ to label and list our paragraph sentences.
5. Then we will change the sentences from the Paragraph Plan to a correct ____________.
6. The first ________ of a paragraph is indented.
7. Think of other Detail Sentences that would give examples of some fun things you might do on a camping trip. Make sure you use a subject and predicate. Try not to begin each sentence with the same word.

INFORMATION CAVE

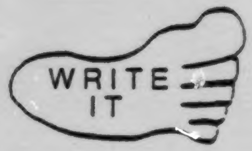
Today we will rewrite the Main Idea Sentence and one Detail Sentence. Then you will think and write two more Detail Sentences.

PARAGRAPH PLAN

Main Idea Sentence: We had a great time on our camping trip.
Detail Sentence: We cooked hot dogs over our campfire.
Detail Sentence: ________________________________.
Detail Sentence: ________________________________.

DIRECTIONS FOR 'TRY IT': On your separate paper, rewrite the Paragraph Plan in the Information Cave. Then think and write two more Detail Sentences that would tell more about the great time you had on your camping trip. Be sure to label your sentences.

To be correct, your sentences must: 1. Make sense 2. Follow TRY IT directions 3. Follow all rules you have learned in earlier language lessons. It is important to spell correctly words that you can find on this paper or words that you have studied in spelling, but spelling mistakes will not count against you. DO NOT ASK YOUR TEACHER TO SPELL NEW WORDS. That would interfere with the lesson.



DIRECTIONS FOR 'WRITE IT': On your separate paper, arrange the sentences from the Paragraph Plan into a correct Paragraph. Remember to indent the first sentence. Then fill each line before going to the next line. Make sure you add the two sentences that you thought up and wrote in the Paragraph Plan.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

PARAGRAPHS - DETAIL SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write paragraphs. We will write a main idea sentence and detail sentences that tell more about the main idea sentence.

STUDY IT

STUDY CHART

Today we will think and write all three Detail Sentences to complete a paragraph plan.

We will begin our Paragraph with a Main Idea Sentence. We will think and write three Detail Sentences that give examples to explain the Main Idea Sentence.

PARAGRAPH PLAN

Main Idea Sentence: I have some great plans for my summer vacation.
Detail Sentence: ______________________________.
Detail Sentence: ______________________________.
Detail Sentence: ______________________________.

Now we can change the sentences from the Paragraph Plan to a correct Paragraph. REMEMBER:

The Main Idea Sentence signals and limits the idea of a paragraph.
Detail Sentences give examples to explain the Main Idea Sentence.
A Paragraph Plan is not indented. A Paragraph is indented.
Try to begin your sentences in different ways.

REVIEW IT

1. Today we will think and write all ______ Detail Sentences to complete a paragraph plan.
2. The Main Idea Sentence _______ and ______ the idea of the paragraph.
3. Detail Sentences give ________ to explain the Main Idea Sentence.
4. A Paragraph Plan is ____ indented.
5. A paragraph __ indented.
6. Try to begin your sentences in __________ ways.
7. Think of other Detail Sentences that would give examples of some fun things you might do during your summer vacation. Make sure you use a subject and predicate. Try not to begin each sentence with the same word.

INFORMATION CAVE

We can write a Main Idea Sentence and think of three Detail Sentences that will give examples to explain the Main Idea Sentence. First we will use a Paragraph Plan to label and list the sentences. Then we can arrange the sentences into a correct Paragraph.

PARAGRAPH PLAN

Main Idea Sentence: I have some great plans for my summer vacation.
Detail Sentence: ______________________________.
Detail Sentence: ______________________________.
Detail Sentence: ______________________________.

DIRECTIONS FOR 'TRY IT': Write a Paragraph Plan using the Main Idea Sentence from the Information Cave and then adding three of your own sentences. Your sentences will give examples to explain your great plans for summer vacation.

To be correct, your sentences must: 1. Make sense 2. Follow TRY IT directions 3. Follow all rules you have learned in earlier language lessons. - It is important to spell correctly words that you can find on this paper or words that you have studied in spelling, but spelling mistakes will not count against you. DO NOT ASK YOUR TEACHER TO SPELL NEW WORDS. That would interfere with the lesson.

DIRECTIONS FOR 'WRITE IT': Arrange the sentences from your Paragraph Plan into a correct paragraph. Make sure to indent and use all of each line before going to the next line.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

'WRITE IT' CORRECTING BANK

PRACTICE A:

Your paragraph must be indented and you must use all of each line.

> My dog is silly. He barks when the telephone rings. Sometimes he sleeps in the middle of the street.

PRACTICE B:

Your paragraph must be indented and you must use all of each line.

> We had fun at my birthday party. We played in the backyard. Everyone brought funny presents. Mom baked a delicious chocolate cake to serve with the ice cream.

PRACTICE C:

Your first two sentences should look like this:

> We had a great time on our camping trip. We cooked hot dogs over our campfire.

Your next two sentences must give two more examples to support the idea of great things you did on your camping trip.

Each sentence must have correct capitalization, punctuation, subject and predicate, and follow the skills you have learned for writing sentences.

PRACTICE D:

Your first sentence must be indented and look like this:

> I have some great plans for my summer vacation.

Your next three sentences must give examples to support the idea of some of the great plans for your summer vacation.

Each sentence must have correct capitalization, punctuation, subject and predicate, and follow the skills you have learned for writing sentences.

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

Page 140
Level 4
Series 14
Practice: Mastery Test

PARAGRAPHS - DETAIL SENTENCES

Read the directions and write your sentences on a separate paper.

Write a Paragraph Plan using the Main Idea Sentence given to you and three Detail Sentences of your own.

PARAGRAPH PLAN

Main Idea Sentence: We had a great time on our camping trip.
Detail Sentence: ______________________________.
Detail Sentence: ______________________________.
Detail Sentence: ______________________________.

Now arrange the sentences from your Paragraph Plan into a correct paragraph.

PARAGRAPHS - DETAIL SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write paragraphs.

We will write a main idea sentence and add detail sentences in time order to tell more about the main idea sentence.

STUDY IT

STUDY CHART

Last week we wrote Paragraph plans and Paragraphs using detail sentences that gave examples to explain the Main Idea Sentence.

This week we will write Paragraph Plans and Paragraphs using detail sentences that give examples in time order to explain the Main Idea Sentence.

We use words that give us clues to time order: first, second, third, then, next, after that, last, finally.

As a first step, we use a Paragraph Plan to label and list our sentences.

PARAGRAPH PLAN

Main Idea Sentence:	I can fry an egg.
Detail Sentence:	First I put a pan on the stove.
Detail Sentence:	Next I put a little butter in the pan.
Detail Sentence:	Finally I break an egg into the pan.

Then we will change the sentences from the Paragraph Plan to a correct Paragraph. Remember to indent and use all of a line before going to the next line:

PARAGRAPH

I can fry an egg. First I put a pan on the stove. Next I put a little butter in the pan. Finally I break an egg into the pan.

REVIEW IT

1. Last week we wrote Paragraph Plans and Paragraphs using detail sentences that gave ________ to explain the Main Idea Sentence.

2. This week we will write Paragraph Plans and Paragraphs using detail sentences that give examples in ____ _____ to explain the Main Idea Sentence.

3. We use words that give us clues to time order: _____, ______, _____, ____, ____, _____ ____, ____, _______.

4. As a first step, we use a _________ ____ to label and list our sentences.

5. Then we will change the sentences from the Paragraph Plan to a correct _________. Remember to ______ and use ___ of a line before going to the next line.

Building Writing Competency

PRACTICE PAGE

INFORMATION CAVE

We can write a Paragraph Plan and a correct Paragraph by arranging mixed sentences into correct time order:

MIXED ORDER SENTENCES

Then I put peanut butter on the bread.
Finally I sit down to enjoy my sandwich.
First I get out bread, peanut butter, and a knife.
It is easy to make a peanut butter sandwich.

PARAGRAPH PLAN

Main Idea Sentence: ______________________________
Detail Sentence: First ______________________________
Detail Sentence: Then ______________________________
Detail Sentence: Finally ______________________________

CORRECT PARAGRAPH

Indent and use all of each line before going to the next line. ______________________________
____
______________________________.

DIRECTIONS FOR 'TRY IT': List the Mixed Order Sentences in the Information Cave in a Paragraph Plan by labeling and listing them in correct time order.

DIRECTIONS FOR 'WRITE IT': Arrange the sentences from your Paragraph Plan into a correct Paragraph. Remember to indent and use all of each line before going on to the next line.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

PARAGRAPHS - DETAIL SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write paragraphs.
We will write a main idea sentence and add detail sentences in time order to tell more about the main idea sentence.

STUDY IT

STUDY CHART

We are writing Paragraph Plans and correct Paragraphs using time order words. Time order words give us clues to help us arrange Detail Sentences.

If we read the Main Idea Sentence and two Detail Sentences of a Paragraph Plan, we can think of two more Detail Sentences to add to the Paragraph Plan. Then we can arrange the Paragraph Plan into a correct Paragraph.

PARAGRAPH PLAN

Main Idea Sentence:	I cleaned my room Saturday.
Detail Sentence:	First I cleaned the floor.
Detail Sentence:	Next I took 153 socks from under the bed.
Detail Sentence:	Then.....
Detail Sentence:	

PARAGRAPH

I cleaned my room Saturday. First I cleaned the floor. Next I took 153 socks from under my bed. Then......

Think of Detail Sentences that could be used to add to the Paragraph Plan or Paragraph.

Remember a Paragraph Plan helps us label and list a Main Idea Sentence and Detail Sentences.

We arrange the sentences of a Paragraph Plan into a correct Paragraph by indenting the first sentence and using all of each line before going to the next line.

REVIEW IT

1. We are writing Paragraph Plans and correct Paragraphs using ____ _____ _____.
2. Time order words give us clues to help us arrange ______ _________.
3. If we read the Main Idea Sentence and two Detail Sentences of a Paragraph Plan, we can think of two more Detail Sentences to ____ to the Paragraph Plan.
4. Then we can arrange the Paragraph Plan into a correct ________.
5. Think of Detail Sentences that could be used to add to the _________ ____ or Paragraph.
6. Remember a Paragraph Plan helps us label and list a Main Idea Sentence and ______ _________.
7. We arrange the sentences of a Paragraph Plan into a correct paragraph by ________ the first sentence and using all of each ____ before going to the next line.

Building Writing Competency

PRACTICE PAGE

Page 144
Level 4
Series 15
Practice B

INFORMATION CAVE

We can rewrite the Main Idea Sentence and two Detail Sentences of a Paragraph Plan. Then we can think of two more Detail Sentences and add them to our Paragraph Plan. Then we can arrange the sentences from the Paragraph Plan into a correct Paragraph.

PARAGRAPH PLAN

Main Idea Sentence: I cleaned my room Saturday.
Detail Sentence: First I cleaned the floor.
Detail Sentence: Next I took 153 socks from under the bed.
Detail Sentence: Then.....
Detail Sentence: Last or Finally.....

TRY IT

DIRECTIONS FOR 'TRY IT': Rewrite the Paragraph Plan in the Information Cave and add two more Detail Sentences.

WRITE IT

DIRECTIONS FOR 'WRITE IT': Arrange the sentences in your Paragraph Plan into a correct Paragraph. Remember to indent and to use all of each line before going on the the next line.

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected *after* scores are marked.

Building Writing Competency

PARAGRAPHS - DETAIL SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write paragraphs.

We will write a main idea sentence and add detail sentences in time order to tell more about the main idea sentence.

STUDY IT

STUDY CHART

We are writing Paragraph Plans and correct Paragraphs using time order words. Time order words give us clues to help us arrange Detail Sentences.

If we read the Main Idea Sentence and Detail Sentence of a Paragraph Plan, we can think of two more Detail Sentences to add to the Paragraph Plan. Then we can arrange the Paragraph Plan into a correct Paragraph.

PARAGRAPH PLAN

Main Idea Sentence: Mom said we could have a picnic if we helped her.
Detail Sentence: First we ate breakfast and did the dishes.
Detail Sentence:
Detail Sentence:

PARAGRAPH

Mom said we could have a picnic if we helped her. First we ate breakfast and did the dishes.

Think of Detail Sentences that could be used to add to the Paragraph Plan or Paragraph.

Remember a Paragraph Plan helps us label and list a Main Idea Sentence and Detail Sentences.

We arrange the sentences of a Paragraph Plan into a correct Paragraph by indenting the first sentence and using all of each line before going to the next line.

REVIEW IT

1. We are writing Paragraph Plans and correct Paragraphs using ____ _____ _____.
2. Time order words give us clues to help us arrange ______ _________.
3. If we read the Main Idea Sentence and one Detail Sentence of a Paragraph Plan, we can think of two more Detail Sentences to ____ to the Paragraph Plan.
4. Then we can arrange the Paragraph Plan into a correct ________.
5. Think of Detail Sentences that could be used to add to the _________ ____ or Paragraph.
6. Remember a Paragraph Plan helps us label and list a Main Idea Sentence and ______ _________.
7. We arrange the sentences of a Paragraph Plan into a correct paragraph by _________ the first sentence and using all of each ____ before going to the next line.

INFORMATION CAVE

We can rewrite the Main Idea Sentence and Detail Sentence of a Paragraph Plan. Then we can think of two more Detail Sentences and add them to our Paragraph Plan. Then we can arrange the sentences from the Paragraph Plan into a correct Paragraph.

PARAGRAPH PLAN

Main Idea Sentence: Mom said we could have a picnic if we helped her.
Detail Sentence: First we ate breakfast and did the dishes.
Detail Sentence:
Detail Sentence:

DIRECTIONS FOR 'TRY IT': Rewrite the Paragraph in the Information Cave and add two more Detail Sentences.

DIRECTIONS FOR 'WRITE IT': Arrange the sentences in your Paragraph Plan into a correct Paragraph. Remember to indent and to use all of each line before going on to the next line.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

PARAGRAPHS - DETAIL SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write paragraphs.

We will write a main idea sentence and add detail sentences in time order to tell more about the main idea sentence.

STUDY IT

STUDY CHART

We are writing Paragraph Plans and correct Paragraphs using Detail Sentences that give examples in time order to explain the Main Idea Sentence.

Today we will read a Main Idea Sentence and think of three Detail Sentences that will explain in time order the Main Idea Sentence.

PARAGRAPH PLAN

Main Idea Sentence: I worked hard in school today.
Detail Sentence: First.....
Detail Sentence: Then or Second.....
Detail Sentence: Finally or Third.....

Think of Detail Sentences that could be used to add to the Paragraph Plan or Paragraph.

Remember a Paragraph Plan helps us label and list a Main Idea Sentence and Detail Sentences.

We arrange the sentences of a Paragraph Plan into a correct Paragraph by indenting the first sentence and using all of each line before going to the next line.

REVIEW IT

1. We are writing Paragraph Plans and correct Paragraphs using Detail Sentences that give examples in ____ _____ to explain the Main Idea Sentence.
2. Today we will read a Main Idea Sentence and think of three ______ _________ that will explain in time order the Main Idea Sentence.
3. Think of Detail Sentences that could be used to add to the _________ ____ or Paragraph.
4. Remember a Paragraph Plan helps us label and list a Main Idea Sentence and ______ _________.
5. We arrange the sentences of a Paragraph Plan into a correct paragraph by _________ the first sentence and using all of each ____ before going to the next line.

INFORMATION CAVE

We can rewrite the Main Idea Sentence of a Paragraph Plan. Then we can think and write three Detail Sentences that give examples in time order to explain the Main Idea Sentence. Finally, for our Write It, we will arrange the sentences from our Paragraph Plan into a correct Paragraph.

PARAGRAPH PLAN

Main Idea Sentence: I worked hard in school today.
Detail Sentence:
Detail Sentence:
Detail Sentence:

DIRECTIONS FOR 'TRY IT': Rewrite the Paragraph Plan Main Idea Sentence. Then think and write three Detail Sentences that give examples in time order to explain the Main Idea Sentence.

DIRECTIONS FOR 'WRITE IT': Arrange the sentences in your Paragraph Plan into a correct Paragraph.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

'WRITE IT' CORRECTING BANK

PRACTICE A:

Your paragraph must be indented and you must use all of each line.

> It is easy to make a peanut butter sandwich. First I get out bread, peanut butter, and a knife. Then I put peanut butter on the bread. Finally I sit down to enjoy my sandwich.

PRACTICE B:

Your first three sentences should look like this:

> I cleaned my room Saturday. First I cleaned the floor. Then I took 153 socks from under the bed.

Your two sentences must give two more examples to support the idea of cleaning your room.

Each sentence must have correct capitalization, punctuation, subject and predicate, and follow the skills you have learned for writing sentences.

PRACTICE C:

Your first two sentences should look like this:

> Mom said we could have a picnic if we helped her. First we ate breakfast and did the dishes.

Your next two sentences must give examples to support the idea of how you helped your mother so you could have a picnic.

Each sentence must have correct capitalization, punctuation, subject and predicate, and follow the skills you have learned for writing sentences.

PRACTICE D:

Your first sentence must be indented and look like this:

> I worked hard in school today.

Your next three sentences must give examples to support the idea of working hard in school.

Each sentence must have correct capitalization, punctuation, subject and predicate, and follow the skills you have learned for writing sentences.

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

Page 150
Level 4
Series 15
Practice: Mastery Test

PARAGRAPHS - DETAIL SENTENCES

- Read the directions and write your sentences on a separate paper.

- Write a Paragraph Plan using the Main Idea Sentence given to you below. Then think and write three Detail Sentences that give examples in time order to explain the Main Idea Sentence.

PARAGRAPH PLAN

Main Idea Sentence: I will clean my room on Saturday.
Detail Sentence:
Detail Sentence:
Detail Sentence:

- Now arrange the sentences from your Paragraph Plan into a correct paragraph.

PARAGRAPHS - MAIN IDEA - STUDY PAGE

OBJECTIVE

Step by step, we will write paragraphs. We will think and write Main Idea Sentences to match related Detail Sentences.

STUDY IT

STUDY CHART

We have practiced writing paragraphs with Detail Sentences that:

A. List examples to explain a Main Idea Sentence.
B. List examples in time order to explain a Main Idea Sentence.

Now we will practice writing our own Main Idea Sentences to signal and limit the idea of the Detail Sentences. We will read a list of Detail Sentences that go together, and then we will think of a Main Idea Sentence to signal and limit the Detail Sentences.

PARAGRAPH PLAN

Main Idea Sentence:	
Detail Sentence:	First I mixed some orange juice.
Detail Sentence:	Then I set out cereal, fruit, milk, and toast.
Detail Sentence:	Finally I called my mom and dad to breakfast.

Think of a Main Idea Sentence to signal and limit the Detail Sentences.

REVIEW IT

1. We have practiced writing paragraphs with Detail Sentences that:
   A. List ________ to explain a Main Idea Sentence.
   B. List examples in ____ _____ to explain a Main Idea Sentence.
2. Now we will practice writing our own Main Idea Sentences to ______ and _____ the idea of the Detail Sentences.
3. We will read a list of _____ Sentences that go together, and then we will think of a ____ ____ Sentence to signal and limit the Detail Sentences.
4. Today Bigfoot gave you three Detail Sentences to help you think and write a Main Idea Sentence. Each day you will think and write more of your own paragraph sentences. For the last lesson, you will think and write your own paragraph.

Building Writing Competency

PRACTICE PAGE

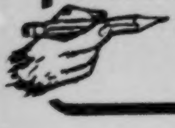
Page 152
Level 4
Series 16
Practice A

INFORMATION CAVE

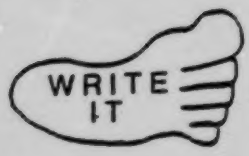
We can read a list of Detail Sentences that go together, and then we can think of a Main Idea Sentence to signal and limit the Detail Sentences. For our Try It, we will label and list all sentences on a Paragraph Plan. For our Write It, we will arrange the sentences from our Paragraph Plan into a correct Paragraph.

PARAGRAPH PLAN

Main Idea Sentence:	
Detail Sentence:	First I mixed some orange juice.
Detail Sentence:	Then I set out cereal, fruit, milk, and toast.
Detail Sentence:	Finally I called my mom and dad to breakfast.
EXTRA TIP:	*Saturday I made a great breakfast* OR *I surprised my family this morning.*



DIRECTIONS FOR 'TRY IT': Think of your own Main Idea Sentence that would signal and limit the Detail Sentences in the Information Cave. Then use your Main Idea Sentence with the Detail Sentences in the Information Cave to write a Paragraph Plan.



DIRECTIONS FOR 'WRITE IT': Arrange the sentences from your Paragraph Plan into a correct Paragraph.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

PARAGRAPHS - MAIN IDEA - STUDY PAGE

OBJECTIVE

Step by step, we will write paragraphs. We will think and write Main Idea Sentences to match related Detail Sentences.

STUDY IT

STUDY CHART

We are practicing writing Main Idea Sentences that signal and limit the idea of Detail Sentences.

Today we will learn even more about the difference between Main Idea Sentences and Detail Sentences by thinking and writing each kind of sentence:

Main Idea Sentence:
Detail Sentence: First we drove to Grandmother's early Christmas morning.
Detail Sentence: Then we opened our presents and had a big breakfast.
Detail Sentence: Later... or After that... We

Think of a Main Idea Sentence that would signal and limit the Detail Sentences.

Think of another Detail Sentence that would give another example to explain the Main Idea Sentence.

REVIEW IT

1. We are practicing writing Main Idea Sentences that _____ and _____ the idea of Detail Sentences.
2. Today we will learn even more about the difference between Main Idea Sentences and Detail Sentences by thinking and writing ____ kind of sentence.
3. Think of a Main Idea Sentence that would signal and limit the Detail Sentences.
4. Think of another Detail Sentence that would give another example to explain the Main Idea Sentence.
5. Tomorrow Bigfoot will give you only one Detail Sentence, and you will write your own Main Idea Sentence and two of your own Detail Sentences.

Building Writing Competency

PRACTICE PAGE

INFORMATION CAVE

We can read two Detail Sentences that go together and think of a Main Idea Sentence that would signal and limit the Detail Sentences. Then we can think of another Detail Sentence that would be another example to explain the Main Idea Sentence.

PARAGRAPH PLAN

Main Idea Sentence:
Detail Sentence: First we drove to Grandmother's early Christmas morning.
Detail Sentence: Then we opened our presents and had a big breakfast.
Detail Sentence:

You do not need an Extra Tip for the rest of the Paragraph lessons.

TRY IT

DIRECTIONS FOR 'TRY IT': Think of your own Main Idea Sentence that would signal and limit the Detail Sentences in the Information Cave. Then think of a third Detail Sentence that would give an example to explain the Main Idea Sentence. Arrange your sentences into a Paragraph Plan.

WRITE IT

DIRECTIONS FOR 'WRITE IT': Arrange the sentences from your Paragraph Plan into a correct Paragraph.

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

PARAGRAPHS - MAIN IDEA - STUDY PAGE

OBJECTIVE

Step by step, we will write paragraphs. We will think and write Main Idea Sentences to match related Detail Sentences.

STUDY IT

STUDY CHART

We are practicing writing Main Idea Sentences that signal and limit the idea of Detail Sentences.

Today we will learn even more about the difference between Main Idea Sentences and Detail Sentences by thinking and writing each kind of sentence:

PARAGRAPH PLAN

Main Idea Sentence:
Detail Sentence: First I took out two pieces of bread.
Detail Sentence:
Detail Sentence:

Think of a Main Idea Sentence that would signal and limit the Detail Sentence.

Think of two more Detail Sentences that would give examples to explain the Main Idea Sentence.

REVIEW IT

1. We are practicing writing Main Idea Sentences that _____ and _____ the idea of Detail Sentences.
2. Today we will learn even more about the difference between Main Idea Sentences and Detail Sentences by thinking and writing ____ kind of sentence.
3. Think of a Main Idea Sentence that would signal and limit the Detail Sentence.
4. Think of two more Detail Sentences that would give examples to explain the Main Idea Sentence.

Building Writing Competency

PRACTICE PAGE

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Level 4
Series 16
Practice C

INFORMATION CAVE

We can read one Detail Sentence and think of a Main Idea Sentence that would signal and limit the Detail Sentence. Then we can think of two more Detail Sentences that would give examples to explain the Main Idea Sentence.

PARAGRAPH PLAN

Main Idea Sentence:
Detail Sentence: First I took out two pieces of bread.
Detail Sentence:
Detail Sentence:

TRY IT

DIRECTIONS FOR 'TRY IT': Think of your own Main Idea Sentence that would signal and limit the Detail Sentence in the Information Cave. Then think of two more Detail Sentences that would give examples to explain the Main Idea Sentence. Arrange your sentences into a Paragraph Plan.

WRITE IT

DIRECTIONS FOR 'WRITE IT': Arrange the sentences from your Paragraph Plan into a correct Paragraph.

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

PARAGRAPHS - MAIN IDEA - STUDY PAGE

OBJECTIVE

Step by step, we will write paragraphs.
We will think and write Main Idea Sentences to match related Detail Sentences.

STUDY IT

STUDY CHART

We have practiced writing Main Idea Sentences and Detail Sentences that list examples to explain the Main Idea Sentence.

Today we will practice writing our own Paragraph Plan and correct Paragraph. If you have trouble telling the difference between the Main Idea Sentence and Detail Sentences, you may use the order words with the Detail Sentences. This will make writing your own paragraph easier.

Some order words are: First, second, next, then, after that, later, finally, at last, and last.

REVIEW IT

1. We have practiced writing Main Idea Sentences and Detail Sentences that ____ ________ to explain the Main Idea Sentence.
2. If you have trouble telling the difference between the Main Idea Sentence and Detail Sentences you may use the ______ _____ with the Detail Sentences.
3. Some order words are: First, ______, ____, ____, after that, _____, finally, __ ____, and last.
4. Let's think of some Main Idea and Detail Sentences that could be used to write your own paragraph.

INFORMATION CAVE

We will use a Main Idea Sentence and Detail Sentences to write a correct Paragraph Plan and correct Paragraph.

The Main Idea Sentence is like a Story Title that tells what the paragraph is about. The Detail Sentences list examples to explain the Main Idea Sentence. Order words will help you write Detail Sentences:

First, second, next, then, after that, later, finally, at last, and last.

TRY IT

DIRECTIONS FOR 'TRY IT': Think of a Main Idea Sentence and three Detail Sentences and write a Paragraph Plan.

PARAGRAPH PLAN

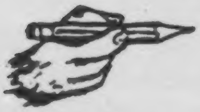
Main Idea Sentence: ______________________________.
Detail Sentence: First______________________________.
Detail Sentence: Then, next, or after that____________________.
Detail Sentence: Finally, last, or at last____________________.

WRITE IT

DIRECTIONS FOR 'WRITE IT': Arrange the sentences from your Paragraph Plan into a correct Paragraph.

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.



'WRITE IT' CORRECTING BANK

PRACTICE A:

(This sentence must be a Main Idea Sentence to signal and limit the idea of making breakfast.) First I mixed some orange juice. Then I set out cereal, fruit, milk, and toast. Finally I called my mom and dad to breakfast.

The Main Idea Sentence must be indented. Each sentence must have correct capitalization, punctuation, subject and predicate, and follow the skills you have learned for writing sentences.

PRACTICE B:

(This sentence must be a Main Idea Sentence to signal and limit the idea of what you did at Christmas.) First we drove to Grandmother's early Christmas morning. Then we opened our presents and had a big breakfast. (This sentence must be a Detail Sentence that gives another example of what you did at Christmas.

The Main Idea Sentence must be indented. Each sentence must have correct capitalization, punctuation, subject and predicate, and follow the skills you have learned for writing sentences.

PRACTICE C:

(This sentence must be a Main Idea Sentence to signal and limit the idea of something you did with two pieces of bread.) First I took out two pieces of bread. (These two sentences must be Detail Sentences that give examples of something you did with two pieces of bread.)

The Main Idea Sentence must be indented. Each sentence must have correct capitalization, punctuation, subject and predicate, and follow the skills you have learned for writing sentences.

PRACTICE D:

Your Main Idea Sentence must be indented and should signal and limit three of your own Detail Sentence.

Your three Detail Sentences should give examples to explain the Main Idea Sentence.

Each sentence must have correct capitalization, punctuation, subject and predicate, and follow the skills you have learned. for writing sentences.

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

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Level 4
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PARAGRAPHS - MAIN IDEA SENTENCES

Read the directions and write your sentences on a separate paper.

Write a Paragraph Plan using your own Main Idea Sentence. Then think and write three Detail Sentences that give examples to explain the Main Idea Sentence.

PARAGRAPH PLAN

Main Idea Sentence: ______________________________.
Detail Sentence: First______________________________.
Detail Sentence: Then, next, or after that__________________.
Detail Sentence: Finally, last, or at last__________________.

Now arrange the sentences from your Paragraph Plan into a correct Paragraph.

BUILDING WRITING COMPETENCY

STEP
BY
STEP

MASTERY OF SENTENCE AND PARAGRAPH WRITING SKILLS

LEVEL 5

A TITLE IV-C LANGUAGE PROJECT

RIO LINDA UNION SCHOOL DISTRICT

Building Writing Competency

AN INTENSE WRITING PROGRAM MOVING CHILDREN STEP BY STEP TO MASTERY OF ESSENTIAL SENTENCE AND PARAGRAPH WRITING SKILLS.

LIST OF SKILLS FOR LEVEL 5

Each Series consists of four daily lessons followed by a Mastery Test.

• BASIC SENTENCE SKILLS •

Series 1	Telling and Asking Sentences - Meaning of Wh- Words
Series 2	Sentence Parts - Subjects - Plural Subjects
Series 3	Sentence Parts - Predicates
Series 4	Sentence Parts - Predicates - Verbs - Verb Tense
Series 5	Sentence Parts - Subject/Verb Agreement

• SENTENCE COMBINING SKILLS •

Series 6	Combining Sentences using Compound Subjects, Compound Predicates, Adjectives, Adverbs
Series 7	Combining Sentences using Compound Sentences - Conjunction Definitions
Series 8	Combining Sentences using Subordinate Conjunctions (When, After, If, Because) to write Complex Sentences - Dependent Clauses

• RUN-ON CORRECTION SKILLS •

Series 9	Correcting Run-Ons - Separating Fused Sentences - Compounding Sentences
Series 10	Correcting Run-Ons - using When, After, If, Because Conjunction to create Complex Sentences

• ADDING DETAIL TO SENTENCE SKILLS •

Series 11	Adding Detail to Nouns using Adjectives
Series 12	Adding Detail to Verbs using Adverbs/Adverbial Phrases

• PARAGRAPH WRITING SKILLS •

Series 13	Writing Paragraphs focusing on Detail Sentences that State examples to support a Main Idea Sentence
Series 14	Writing Paragraphs focusing on Detail Sentences that state examples in time order to support a Main Idea Sentence
Series 15	Writing Paragraphs focusing on writing Main Idea Sentences
Series 16	Writing Paragraphs with a Main Idea that states an opinion and Detail Sentences that give reasons to suport the opinion

Building Writing Competency

Page 1
Level 5
Series 1
Practice A

TELLING SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write correct TELLING SENTENCES.

STUDY IT

STUDY CHART

THIS SENTENCE TELLS SOMETHING: We will learn to write step by step.

TELLING SENTENCES are the kind used most frequently in school writing assignments. Other names for telling sentences are STATEMENTS and DECLARATIVE SENTENCES.

A TELLING SENTENCE begins with a CAPITAL LETTER and ends with a PERIOD.

THIS SENTENCE ASKS SOMETHING: How did he learn to write?

Other names for ASKING SENTENCES are QUESTION SENTENCES and INTERROGATIVE SENTENCES.

ASKING SENTENCES begin with a CAPITAL LETTER and end with a QUESTION MARK.

Since we are learning STEP by STEP, today we will practice using only TELLING SENTENCES.

REVIEW IT

1. A TELLING SENTENCE _____ something.
2. TELLING SENTENCES are the kind used most frequently in ________ _________ assignments.
3. Other names for telling sentences are __________ and DECLARATIVE SENTENCES.
4. A TELLING SENTENCE begins with a _______ ______ and ends with a ______.
5. Other names for ASKING SENTENCES are ________ SENTENCES and ___________ SENTENCES.
6. ASKING SENTENCES begin with a _______ ______ and end with a ________ ____.
7. Since we are learning STEP by STEP, today we will practice using only _______ SENTENCES.

Building Writing Competency

PRACTICE PAGE

Page 2
Level 5
Series 1
Practice A

INFORMATION CAVE

REMEMBER - A correct telling sentence must:

1. Begin with a capital.
2. Have a period at the end.
3. Have each word spelled correctly.

We can arrange words into correct telling sentences.

Like this: the peaches are ripe   we picked the peaches

EXTRA TIP: A. *The peaches are ripe.*
B. *We picked the peaches.*

DIRECTIONS FOR 'TRY IT': On your separate paper, use capitals and periods to write the words below as correct sentences.

Use the extra tip in the Information Cave if you have trouble getting started. After you finish the TRY IT sentences, the teacher will check your sentences (or put correct sentences on the board). YOU MAY NOT GO ON UNTIL YOUR TRY IT SENTENCES ARE CORRECT.

the peaches are ripe   we picked the peaches

A. __ ______ ____ _______
B. __ _______ ____ ________

Directions for setting up your separate paper.

Name   *Date*

Telling Sentences

A. *The* _____ __ _____
B. *We* _____ __ _____

DIRECTIONS FOR 'WRITE IT': On your separate paper, use capitals and periods to write the words on the lines below as correct telling sentences.

some apples are red   these grapes have seeds

1. ___ ______ ___ _____
2. ____ _______ ____ _____

our grapes have no seeds   the hot sun burned the fruit

3. ___ ______ _____ __ ______
4. ___ ___ ____ _____ __ _____

we made grape jelly   we grow peaches in our yard

5. __ _____ ______ ______
6. __ _____ _______ __ ___ _____

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Page 3
Level 5
Series 1
Practice B

Building Writing Competency

ASKING SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write correct ASKING SENTENCES.

STUDY IT

STUDY CHART

REMEMBER - An asking sentence ends with a question mark.

THIS SENTENCE ASKS A QUESTION: Who won the race?

Asking sentences often begin with these words:

WHO WHAT WHEN WHERE WHY HOW

We can arrange words into an asking sentence. Like this:

has paper my who = Who has my paper?

Asking sentences are also called questions.

Today, all of the ASKING SENTENCES use the question words:

WHO WHAT WHEN WHERE WHY HOW

Asking sentences that begin with Who, What, When, Where, Why, or How ask for information. They cannot be answered with a YES or NO.

REVIEW IT

1. An asking sentence ends with a ______ ______.
2. An asking sentence asks a ________.
3. Asking sentences sometimes begin with the words: ___ ___ ____ ____ ___ ___.
4. Asking sentences are also called _______.
5. Let's arrange these words into asking sentences:

pencil where my is (Which word will begin the question?)

write name my where should I (Which word will begin the question?)

did you why miss the problem (Which word will begin the question?)

Building Writing Competency

PRACTICE PAGE

Page 4
Level 5
Series 1
Practice B

INFORMATION CAVE

REMEMBER - An asking sentence begins with a capital and ends with a question mark.

REMEMBER - A correct sentence must:

1. Begin with a capital letter.
2. Have correct punctuation.
3. Have each word spelled correctly.

We can arrange words into asking sentences. Like this:

EXTRA TIP: going is who skating A. *Who is going skating?*

DIRECTIONS FOR 'TRY IT': On your separate paper, arrange these mixed words into asking sentences.

Use the extra tip in the Information Cave if you have trouble getting started. After you finish the TRY IT sentences, the teacher will check your sentences (or put correct sentences on the board). YOU MAY NOT GO ON UNTIL YOUR TRY IT SENTENCES ARE CORRECT.

going is who skating
A. ___ ___ ___ ___

leave when we will
B. ___ ___ ___ ___

Directions for setting up your separate paper.

Name *Date*

Asking Sentences

A. *Who* ___ ___ ___

B. *When* ___ ___ ___

DIRECTIONS FOR 'WRITE IT': On your separate paper, arrange these words into asking sentences. Capitalize and punctuate correctly.

children how are many going
1. ___ ___ ___ ___ ___

parents how are many going
2. ___ ___ ___ ___ ___

isn't Mary going skating why
3. ___ ___ ___ ___ ___

phone will who her
4. ___ ___ ___ ___

shall meet we where
5. ___ ___ ___ ___

much it will cost how
6. ___ ___ ___ ___ ___

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

TELLING AND ASKING SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write TELLING and ASKING SENTENCES.

STUDY IT

STUDY CHART

REMEMBER - A telling sentence is a sentence that tells something. It ends with a period.

An asking sentence is a sentence that asks a question. It ends with a question mark.

The bike is in the garage. A TELLING SENTENCE

Where is the bike? AN ASKING SENTENCE

Asking sentences often begin with these words:

WHO WHAT WHEN WHERE WHY HOW

Asking sentences that begin with Who, What, When, Where, Why or How ask for information. They cannot be answered with a YES or NO.

Who asks about a person.

What asks about a thing.

Why asks about a reason for something.

When asks about a time.

Where asks about a place.

How asks about a way to do something.

REVIEW IT

1. A telling sentence is a sentence that ____ __________.
2. A telling sentence ends with a _______.
3. An asking sentence is a sentence that ____ __ __________.
4. An asking sentence ends with a ________ ______.
5. Asking sentences often begin with ____ _____ _____ _____ _____ _____.
6. we have a garden This is a ________sentence. It should begin with a ________. It should end with a _______.
7. where is your garden This is an ________ sentence. It should begin with a _______ and end with a _______ _______.

Building Writing Competency

PRACTICE PAGE

Page 6
Level 5
Series 1
Practice C

INFORMATION CAVE

REMEMBER - You will notice that all words in the sentences must be spelled correctly if the sentence is to be counted as correct. This will improve your spelling.

We can write correct telling and asking sentences by adding capitals and the correct punctuation. Then we can write whether the sentence is a telling sentence or an asking sentence.

Like this: i planted radishes

EXTRA TIP: A. *I planted radishes. (telling)*

DIRECTIONS FOR 'TRY IT': On your separate paper, write the sentences in A and B correctly. After each sentence, write whether it is a telling or an asking sentence.

Use the extra tip in the Information Cave if you have trouble getting started. After you finish the TRY IT sentences, the teacher will check your sentences (or put correct sentences on the board). YOU MAY NOT GO ON UNTIL YOUR TRY IT SENTENCES ARE CORRECT.

telling or asking

A. i planted radishes ( )

B. what did you plant in your garden ( )

Directions for setting up your separate paper.

Name *Date*

Telling and Asking Sentences

A. *I* ____ ____ *(telling)*

B. *What* __ __ _( )

DIRECTIONS FOR 'WRITE IT': On your separate paper, write these sentences correctly. After each sentence, tell whether it is a telling or an asking sentence.

(telling or asking)

1. she has a big garden ( )
2. how many vegetables did she plant ( )
3. she bought three kinds of seeds ( )
4. where did she plant them ( )
5. when will they be ready to eat ( )
6. the radishes will be ready in five weeks ( )

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

ASKING SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write correct ASKING SENTENCES. We will write sentences using question words. We will use question words to change TELLING SENTENCES into ASKING SENTENCES.

STUDY IT

STUDY CHART

Question words ask for more than yes or no answers:

Who asks about a person.

What asks about a thing.

Why asks about a reason for something.

When asks about a time.

Where asks about a place.

How asks about a way to do something.

We can use what each question word asks to change a TELLING SENTENCE into an ASKING SENTENCE.

Bob and Jim passed the test.
Who passed the test?

Bob and Jim are persons, so we use WHO to start the ASKING SENTENCE.

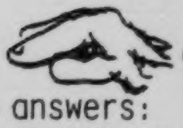
REVIEW IT

1. Question words ask for more than a ____ or ____ answer.
2. WHO asks about a ______.
3. WHAT asks about a _______.
4. WHY asks about a ______ ___ ___________.
5. WHEN asks about a ________.
6. WHERE asks about a ________.
7. HOW asks about a ___ __ __ ____________.

Building Writing Competency

PRACTICE PAGE

INFORMATION CAVE



Question words ask for more than yes or no answers:

Who asks about a person.	When asks about a time.
What asks about a thing.	Where asks about a place.
Why asks about a reason for something.	How asks about a way to do something.

We can use our question words to change TELLING SENTENCES into ASKING SENTENCES. Like this: The book is in my desk.

EXTRA TIP: A. *Where is my book?*

TRY IT

DIRECTIONS FOR 'TRY IT': Use the question words in the Information Cave to change the Telling Sentences into ASKING SENTENCES. Write the ASKING SENTENCES on your separate paper.

Use the extra tip in the Information Cave if you have trouble getting started. After you finish the TRY IT sentences, the teacher will check your sentences (or put correct sentences on the board). YOU MAY NOT GO ON UNTIL YOUR TRY IT SENTENCES ARE CORRECT.

The book is in my desk.

A. Where __ __ ____

We will leave at 3 o'clock.

B. ____ ___ __ _____

Directions for setting up your separate paper.

Name *Date*

Asking Sentences

A. *Where* __ __ ____

B. *When* __ __ _____

WRITE IT

DIRECTIONS FOR 'WRITE IT': Use the question words in the Information Cave to change the TELLING SENTENCES into ASKING SENTENCES. Write the ASKING SENTENCES on your separate paper.

The book is at home.

1. ____ __ ___ _____

Jim is happy because he passed the test.

2. ___ __ ___ _____

Kevin will take the test tomorrow.

3. ____ ___ ____ _____ ___ _____

Kevin will pass the test by checking his work.

4. ___ ____ ______ ____ ___ _____

The book is about boats.

5. _____ ___ ___ _____ _____

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

'WRITE IT' CORRECTING BANK

PRACTICE A:

1. Some apples are red.
2. These grapes have seeds.
3. Our grapes have no seeds.
4. The hot sun burned the fruit.
5. We made grape jelly.
6. We grow peaches in our yard.

Practice B:

1. How many children are going?
2. How many parents are going?
3. Why isn't Mary going skating?
4. Who will phone her?
5. Where shall we meet?
6. How much will it cost?

PRACTICE C:

1. She has a big garden. (telling)
2. How many vegetables did she plant? (asking)
3. She bought three kinds of seeds. (telling)
4. Where did she plant them? (asking)
5. When will they be ready to eat? (asking)
6. The radishes will be ready in five weeks. (telling)

PRACTICE D:

1. Where is the book?
2. Why is Jim happy?
3. When will Kevin take the test?
4. How will Kevin pass the test?
5. What is the book about?

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

Page 10
Level 5
Series 1
Practice: Mastery Test

TELLING AND ASKING SENTENCES

On your separate paper arrange these words into asking sentences. Capitalize and punctuate correctly.

1. children how are many going
2. shall meet we where

Write these sentences correctly. After each sentence, tell whether it is a telling or an asking sentence.

(Telling or Asking)

3. she has a big garden ( )
4. how many vegetables did she plant ( )

Use the question words below to change the TELLING SENTENCES into ASKING SENTENCES. Write the ASKING SENTENCES on your separate paper.

WHO WHAT WHY WHEN WHERE HOW

The book is at home.

5. ______ ___ ____ _____

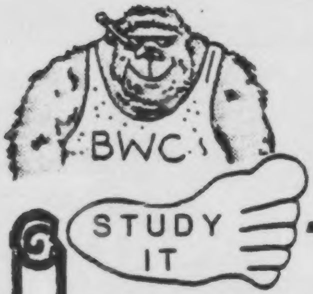
Jim is happy because he passed the test.

6. ___ ___ ____ _____

SENTENCE PARTS - STUDY PAGE

OBJECTIVE

Step by step, we will write SENTENCE PARTS.
We will review the subject part of a sentence.
We will write sentences using correct subjects.



STUDY CHART

REMEMBER: A telling sentence must have a SUBJECT. The SUBJECTS in this lesson will be at the beginning of the sentence.

The SUBJECT names which person or what thing.

The subject -

1. Bill went to the store. Bill names which person.
2. The dog ran home. The dog names what thing.
3. The car rolled down the hill. The car names what thing.
4. Our neighbor painted the curb. Our neighbor names which person.

1. A telling sentence must have a ______.
2. The subject is usually at the ________ of the sentence.
3. In sentence number one, Bill is the ______. It names _____ ______.
4. In sentence number two, The dog is the ______. It names ____ _____.
5. In sentence number three, The car is the ______. It names ____ _____.
6. In sentence number four, Our neighbor is the ______. It names _____ ______.
7. This week we will study only the subject part of the sentence because it is easier to learn _____ by _____ .

Building Writing Competency

PRACTICE PAGE

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Level 5
Series 2
Practice A

INFORMATION CAVE

REMEMBER: The SUBJECT PART of a sentence names which person or what thing.

We can choose subject parts from a subject list to write complete sentences. We can also write whether the subject names which person or what thing . Like this:

SUBJECT LIST: The girl - The cat

which person/what thing

A. ___ ____ edited her paper. Names _____ ______

B. ___ ____ played with the string. Names _____ ______

EXTRA TIP: A. *The girl edited her paper.* *Names which person*

DIRECTIONS FOR 'TRY IT': On your separate paper, choose subject parts from the SUBJECT LIST to write sentences with the words below. Use each subject once. After each sentence, write whether the subject names which person or what thing.

Use the extra tip in the Information Cave if you have trouble getting started. After you finish the TRY IT sentences, the teacher will check your sentences (or put correct sentences on the board). YOU MAY NOT GO ON UNTIL YOUR TRY IT SENTENCES ARE CORRECT.

SUBJECT LIST: The girl - The cat

which person/what thing

A. ___ ____ edited her paper. Names _____ ______

B. ___ ___ played with the string. Names ____ _____

DIRECTIONS FOR 'WRITE IT': On your separate paper, choose subject parts from the 'WRITE IT' SUBJECT LIST to write sentences with the words below. After each sentence, write whether the subject names which person or what thing.

SUBJECT LIST: A child - The winner - The pond - The bear -
The noise - She

which person/what thing

1. ______ shines like glass. Names _____ ______
2. ______ startled the deer. Names _____ ______
3. ______ yells loudly. Names _____ ______
4. ______ raised his hand. Names _____ ______
5. ______ climbed the tree. Names _____ ______
6. ______ made a home in the cave. Names _____ ______

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

Page 13
Level 5
Series 2
Practice B

SENTENCE PARTS - STUDY PAGE

OBJECTIVE

Step by step, we will write SENTENCE PARTS.
We will review the subject part of a sentence.
We will write sentences using correct subjects.

STUDY IT

STUDY CHART

REMEMBER: A telling sentence must have a SUBJECT. The SUBJECT PART names which person or what thing.

Using a mixed list of words, we can choose words that can be used as SUBJECTS. Then we can tell whether the SUBJECT words would name which person or what thing.

MIXED LIST: cried - The deer - Bob - ran - The player

1. The deer could be used as the SUBJECT part of the sentence. The deer names what thing.
2. Bob could be used as the SUBJECT part of the sentence. Bob names which person.

REVIEW IT

1. A telling sentence must have a ______.
2. The SUBJECT PART names _____ ______ or ____ _____.
3. The deer could be used as the ______ part of the sentence.
4. The deer names _____ ______.
5. Bob could be used as the ______ part of the sentence.
6. Bob names _____ ______.

Building Writing Competency

PRACTICE PAGE

Page 14
Level 5
Series 2
Practice B

INFORMATION CAVE

REMEMBER: Today, you will choose subject words from a list of mixed words. We can practice choosing SUBJECT words from a mixed list and using them to write complete sentences. We can also write whether the subject names which person or what thing. Like this:

MIXED LIST: Richard - jumped - the bird - walked

Does Richard name which person or what thing? Yes, it names ____ ____
Does jumped name which person or what thing? NO!
Does The bird name which person or what thing? Yes, it names ____ ____
Does walked name which person or what thing? NO!

A. ___ ____ built a nest. Names (which person/what thing) _____ _____

EXTRA TIP:
A. The bird built a nest. Names what thing

DIRECTIONS FOR 'TRY IT': From the MIXED LIST, choose subjects to use with the words in A and B. Write the correct sentence on your separate paper. After each sentence write whether the subject names which person or what thing.

Use the extra tip in the Information Cave if you have trouble getting started. After you finish the TRY IT sentences, the teacher will check your sentences (or put correct sentences on the board). YOU MAY NOT GO ON UNTIL YOUR TRY IT SENTENCES ARE CORRECT.

MIXED LIST: Richard - jumped - The bird - walked

A. ___ ____ built a nest. Names (which person/what thing) ____ ____

B. ________ watched the bird. Names _____ ______

DIRECTIONS FOR 'WRITE IT': From the MIXED LIST choose subjects to use with the words in one through four. Write the correct sentences on your separate paper. After each sentence write whether the subject names which person or what thing.

MIXED LIST: The principal - falling - George - The horse - climbing - Our new car

1. ___ _________ visited our classroom. Names (which person/what thing) _____ ______

2. ___ ___ ___ uses unleaded gasoline. Names _____ ______

3. ___ _____ galloped through the field. Names _____ ______

4. ______ is our team captain. Names _____ _____

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

SENTENCE PARTS - STUDY PAGE

OBJECTIVE

Step by step, we will write SENTENCE PARTS. We will write sentences using plural subjects.

STUDY IT

STUDY CHART

REMEMBER: Plural means more than one. A plural subject means there is more than one person or thing in the subject part of the sentence. The plural SUBJECT PART names which persons or what things. Remember to use which persons or what things when labeling nouns.

The plural subject part -

1. My books are on the desk. My books name what things.
2. The people are waiting in line. The people name which persons.
3. The dogs were gone all night. The dogs name what things.
4. The boys played all afternoon. The boys name which persons.

REVIEW IT

1. ______ means more than one.
2. A plural subject means there is more than ___ ______ or ___ in the subject part of the sentence.
3. The ______ SUBJECT PART names _____ _______ or _____ _____.
4. Remember to add __ to which person_ or what thing_ when the subject is plural.
5. In sentence number one, My books is the ______ _______ part. It names ___ ______.
6. In sentence number two, The people is the ______ ______ part. It names _____ ________.
7. In sentence number three, The dogs is the ______ ______ part. It names ____ ______.
8. In sentence number four, The boys is the ______ _______ part. It names _____ _______.

Building Writing Competency

PRACTICE PAGE

Page 16
Level 5
Series 2
Practice C

INFORMATION CAVE

REMEMBER: The PLURAL SUBJECT part of a sentence names which persons or what things. We can choose plural subject parts from a mixed subject list to write complete sentences. We can also write what the plural subject names (which persons or what things).

Like this:

MIXED SUBJECT LIST: The desks - The girls - The desk - The girl

A. ___ _____ are messy. Name ____ ______
B. ___ _____ went to the movie. Name ____ _______

EXTRA TIP: A. *The desks are messy.* *Name* *what things*

TRY IT

DIRECTIONS FOR 'TRY IT': Choose plural subjects from the MIXED SUBJECT LIST below to write sentences with the words in A and B. Use each subject once. After each sentence, write whether the subject names which persons or what things.

Use the extra tip in the Information Cave if you have trouble getting started. After you finish the TRY IT sentences, the teacher will check your sentences (or put correct sentences on the board). YOU MAY NOT GO ON UNTIL YOUR TRY IT SENTENCES ARE CORRECT.

MIXED SUBJECT LIST: The desks - The girls - The desk - The girl

which persons/what things

A. ___ _____ are messy. Name ____ ______

B. ___ _____ went to the movie. Name _____ _______

WRITE IT

DIRECTIONS FOR 'WRITE IT': On your separate paper, choose plural subject parts from the MIXED SUBJECT LIST to write sentences with the words below. After each sentence, write whether the subject names which persons or what things.

MIXED SUBJECT LIST: Bears - My friends - The men - The kittens
The workers - My dad - He - The cat - The stories - The man

1. _____ are sometimes dangerous. Name _______ _______
2. ___ _______ finished nailing shingles. Name _______ ______
3. ___ ___ picked out new suits. Name _______ ______
4. __ _______ stayed overnight at my house. Name _____ _______
5. ___ _______ purred softly. Name _____ _______
6. ___ _______ were read to the group. Name _____ _______

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

Page 17
Level 5
Series 2
Practice D

SENTENCE PARTS - STUDY PAGE

OBJECTIVE

Step by step, we will write SENTENCE PARTS.
We will select PLURAL SUBJECT words from other kinds of words. We will use PLURAL SUBJECT words to write correct sentences.

STUDY IT

STUDY CHART

REMEMBER: Plural means more than one. A plural subject means there is more than one person or thing in the subject part of the sentence. The plural SUBJECT PART names which persons or what things. Remember to add the s to which persons or what things when the SUBJECT is plural.
We can choose PLURAL SUBJECT words from a list of mixed words.

MIXED WORD LIST:

Explorers - write - Spaceships - travel - Children

1. Explorers name which persons. This is the PLURAL SUBJECT part of a sentence.
2. Spaceships name ____ _____. This is the PLURAL SUBJECT part of a sentence.
3. ___________ name which persons. This is the _____ ______ part of a sentence.
4. Does write or travel name which persons or what things? NO!

REVIEW IT

1. Plural means more than ___.
2. A _____ ______ means there is more than one person or thing in the subject part of the sentence.
3. The PLURAL SUBJECT part names _____ _______ or ____ ______.
4. Explorers name _____ _______. This is the ______ _______ part of a sentence.
5. Does write name which persons or what things? ___
6. Spaceships name____ ______. This is the PLURAL SUBJECT part of a sentence.
7. Does travel name which persons or what things? ____
8. Children name _____ _______. This is the _____ _______ of the _______.

Building Writing Competency

PRACTICE PAGE

Page 18
Level 5
Series 2
Practice D

INFORMATION CAVE

We can practice choosing PLURAL SUBJECT words from a list and use them to write complete sentences. We can also write what the PLURAL SUBJECT names (which persons or what things). Like this:

MIXED LIST: The friends - fell - explained - The cows

Does The friends name which persons or what things? Yes, it names ____ ______.

Does The cows name which persons or what things? Yes, it names ___ _____.

Does fell name which persons or what things? No!

Does explained name which persons or what things? No!

EXTRA TIP: A. (1) *The friends* (2) *The cows*
B. ____________ started a stamp club.
The friends started a stamp club. *Name: which persons*

TRY IT

DIRECTIONS FOR 'TRY IT': Choose the two plural subjects from the MIXED LIST below and write them as your practice for A. Then use one of the subjects from your list to write a sentence with the words in B. After your sentence, write whether the subject names which persons or what things.

Use the extra tip in the Information Cave if you have trouble getting started. After you finish the TRY IT sentences, the teacher will check your sentences (or put correct sentences on the board). YOU MAY NOT GO ON UNTIL YOUR TRY IT SENTENCES ARE CORRECT.

TRY IT MIXED LIST: The friends - fell - explained - The cows

which persons/what things

A. (1) ___ _______ (2) ___ ____

B. ___ _______ started a stamp club. Name _______ ________

WRITE IT

DIRECTIONS FOR 'WRITE IT': Choose and write the plural subjects from the Mixed list below for 1, 2, and 3. Then use the three plural subjects to write sentences with the words in 4, 5, and 6. After each sentence, write whether the subject names which persons or what things.

WRITE IT MIXED LIST: The letters - speak - The pilots - work - Machines

1. ___ ______
2. ___ _____
3. _______

NOW USE YOUR PLURAL SUBJECTS: which persons/what things

4. _______ make work easier for man. Name _____ ______
5. ___ _____ flew their planes with ease. Name _____ ______
6. ___ ______ were stamped and ready to mail. Name _____ ______

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

'WRITE IT' CORRECTING BANK

PRACTICE A: ACCEPT ALL SENTENCES THAT MAKE SENSE.

1. The pond shines like glass. Names what thing
2. The noise startled the deer. Names what thing
3. She yells loudly. Names which person
4. The winner raised his hand. Names which person
5. A child climbed the tree. Names which person
6. The bear made a home in the cave. Names what thing

PRACTICE B:

1. The principal visited our classroom. Names which person
2. Our new car uses unleaded gasoline. Names what thing
3. The horse galloped through the field. Names what thing
4. George is our team captain. Names which person

PRACTICE C: ACCEPT ALL SENTENCES THAT MAKE SENSE.

1. Bears are sometimes dangerous. Name what things
2. The workers finished nailing shingles. Name which persons
3. The men picked out new suits. Name which persons
4. My friends stayed overnight at my house. Name which persons
5. The kittens purred softly. Name what things
6. The stories were read to the group. Name what things

PRACTICE D:

1-3. The letters - The pilots - Machines (Can be in any order)

4. Machines make work easier for man. Name what things
5. The pilots flew their planes with ease. Name which persons
6. The letters were stamped and ready to mail. Name what things

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

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Level 5
Series 2
Practice: Mastery Test

SUBJECTS and PLURAL SUBJECTS

- Read the directions and write your sentences on a separate paper.
- Choose the subject parts from the MIXED LIST below to write sentences with the words in sentences 1-6. After each sentence, write whether the subject names which person - what thing or which persons - what things.

  Use each subject only once.

MIXED LIST: The horse - George - falling - The bear
The kittens - The men - explained - The pond

Which person(s)/what thing(s)

1. ___ ___ finished nailing shingles. Name ___ ___
2. ___ ___ pulled the wagon. Names ___ ___
3. ___ ___ purred softly. Name ___ ___
4. ___ raised his hand. Names ___ ___
5. ___ ___ made a home in the cave. Names ___ ___
6. ___ ___ shines like glass. Names ___ ___

SENTENCE PARTS - STUDY PAGE

OBJECTIVE

Step by step, we will write SENTENCE PARTS. We will review PREDICATE sentence parts and use PREDICATES to write correct sentences.

STUDY IT

STUDY CHART

REMEMBER: The two parts of a telling sentence are the subject and the predicate. Last week, we learned the subject part names which person or what thing.

The second part of a sentence, the PREDICATE, tells what the subject DOES, IS, or HAS. Because it is easier to learn step by step, we will write using only DOES predicates for our first lesson.

	SUBJECT	PREDICATE	
1.	George	eats fast.	... tells what George DOES.
2.	The child	screams.	... tells what the child DOES.

DOES predicates usually tell action done by the subject.

DOES tells about present time (tense) - the action is happening now. The DOES predicate tells what action the subject DOES.

REVIEW IT

1. The two parts of a telling sentence are the ______ and the ________.
2. The SUBJECT names· _____ ______ or ____ _____.
3. The PREDICATE tells what the SUBJECT ____, __, or ___.
4. Today we will write using only ____ predicates.
5. In sentence number one, eats fast tells what George ____.
6. In sentence number two, ____ tells what _____ _____ DOES.
7. DOES predicates usually tell ______ done by the subject.
8. DOES is used in the ____ tense - the action is happening ___.

Building Writing Competency

PRACTICE PAGE

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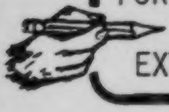
Series 3
Practice A

INFORMATION CAVE

REMEMBER: PREDICATES tell what is said about the subject...what the subject DOES, IS or HAS. DOES predicates usually tell action by the subject.

We can pick a PREDICATE from a PREDICATE LIST and join it with a subject to write a correct sentence. Then we can learn even more about the role of DOES PREDICATES by writing the answer to: The subject does what?

FOR EXAMPLE: PREDICATE LIST: likes apples - is in the car
The horse _____ ______. (The subject does what?)



EXTRA TIP: A. *The horse likes apples.* *(likes apples)*

DIRECTIONS FOR 'TRY IT': On your separate paper, use PREDICATES from the 'TRY IT' PREDICATE LIST to write sentences with the subjects below. Use each PREDICATE once. After each sentence, write the answer to: The subject does what?

Use the extra tip in the Information Cave if you have trouble getting started. After you finish the TRY IT sentences, the teacher will check your sentences (or put correct sentences on the board). YOU MAY NOT GO ON UNTIL YOUR TRY IT SENTENCES ARE CORRECT.

'TRY IT' PREDICATE LIST: likes apples - shovels snow

	The subject does what?
A. The horse _____ ______.	( )
B. Mike _______ ____.	(shovels snow)

DIRECTIONS FOR 'WRITE IT': On your separate paper, use PREDICATES from the list below to write sentences with the subjects below. After each sentence, write the answer to: The subject does what?

PREDICATE LIST: gobbles up the meat - hears the noise - catches mice
plays right field - digs very fast - melts in the hot sun

	The subject does what?
1. Ice cream _____ __ ___ ___ ___.	(melts in the hot sun)
2. The ditch digger ____ ____ ____.	( )
3. Reggie Jackson ____ _____ _____.	( )
4. The dog ______ __ ___ ____.	( )
5. The deer _____ ___ _____.	( )
6. The owl ______ ____.	( )

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

SENTENCE PARTS - STUDY PAGE

OBJECTIVE

Step by step, we will write SENTENCE PARTS. We will write sentences using DOES, IS, and HAS predicates.

BWC
STUDY IT

STUDY CHART

REMEMBER: The two parts of a telling sentence are the SUBJECT and the PREDICATE. The subject names which person or what thing. The PREDICATE tells what the subject DOES, IS, or HAS.

SUBJECT	PREDICATE
1. John	plays soccer. ... tells what John DOES.
2. Mom	has my notebook. ...tells what Mom HAS.
3. The window	is broken. ...tells what the window IS.

DOES PREDICATES usually tell action done by the subject. IS and HAS PREDICATES are easy to identify. IS PREDICATES begin with the word IS. HAS PREDICATES begin with the word HAS.

REVIEW IT

1. The two parts of a telling sentence are the ______ and the _________.
2. The subject names _____ ______ or ____ _____.
3. The predicate tells what the subject ____, __, or ___.
4. In the sentence John plays soccer the predicate is _____ ______.
5. It tells what the subject ____.
6. In the sentence Mom has my notebook the predicate is ___ ___ ________.
7. It tells what the subject ___.
8. In the sentence The window is broken the predicate is __ ______.
9. It tells what the subject __.

Building Writing Competency

PRACTICE PAGE

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Level 5
Series 3
Practice B

INFORMATION CAVE

REMEMBER: PREDICATES tell what is said about the subject...what the subject DOES, IS, or HAS.

We can choose PREDICATES from a PREDICATE LIST and use them to write correct sentences. After each sentence we can rewrite the PREDICATE and add whether it tells what the subject DOES, IS, or HAS.

FOR EXAMPLE: PREDICATE LIST: is clever - slams shut

EXTRA TIP:

A. The door _____ _____. Tells what the subject ____
The door slams shut. *Tells what the subject DOES*

B. The detective __ ______. Tells what the subject ____
The detective is clever. *Tells what the subject IS*

DIRECTIONS FOR 'TRY IT': Use predicates from the PREDICATE LIST below to write sentences with the subjects in A and B. After each sentence rewrite the PREDICATE and add whether it tells DOES, IS, or HAS.

Use the extra tip in the Information Cave if you have trouble getting started. After you finish the TRY IT sentences, the teacher will check your sentences (or put correct sentences on the board). YOU MAY NOT GO ON UNTIL YOUR TRY IT SENTENCES ARE CORRECT.

PREDICATE LIST: is clever - slams shut

A. The door _____ ____.
Tells what the subject ____

B. The detective __ ______.
Tells what the subject ____

DIRECTIONS FOR 'WRITE IT': On your separate paper, use predicates from the PREDICATE LIST below to write correct sentences with the subjects in one through six. After each sentence, rewrite the PREDICATE and add whether it tells DOES, IS, or HAS.

PREDICATE LIST: is near the sun - has a bad odor - is beautiful
barks - is empty - takes good pictures

1. The dog _____. Tells what the subject ____
2. The sunset __ _________. Tells what the subject ____
3. The skunk ___ _ ___ ____. Tells what the subject ____
4. The planet Mars __ ____ __ ___. Tells what the subject ____
5. My camera _____ ____ ________. Tells what the subject ____
6. The milk carton __ _____. Tells what the subject ____

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

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Series 3
Practice C

SENTENCE PARTS - STUDY PAGE

OBJECTIVE

Step by step, we will write SENTENCE PARTS.
We will choose PREDICATE words from other words.
We will use PREDICATES to write correct sentences.

STUDY IT

STUDY CHART

REMEMBER: The two parts of a telling sentence are the SUBJECT and the PREDICATE. The subject names which person or what thing. The PREDICATE tells what the subject DOES, IS, or HAS.

We can choose PREDICATE words from a list of mixed words.

hits the ball - crashes - I - Mary - is - has

1. ... hits the ball is a PREDICATE sentence part. It tells what a subject DOES.
2. ... crashes is a PREDICATE sentence part. It tells what a subject DOES.
3. ... is is a PREDICATE sentence part. It tells what a subject IS.
4. ... has is a PREDICATE sentence part. It tells what a subject HAS.

REVIEW IT

1. The two parts of a telling sentence are the ______ and the ________.
2. The subject tells _____ ______ or ____ _____.
3. The PREDICATE tells what the subject ____, __, or ___.
4. ...hits the ball is a ________ sentence part. It tells what a subject ____.
5. ...crashes is a ________ sentence part. It tells what a subject ____.
6. Is I a predicate part? NO!
7. ...is is a PREDICATE sentence part. It tells what a subject __.
8. ...has is a PREDICATE sentence part. It tells what a subject ___.

Building Writing Competency

PRACTICE PAGE

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Level 5
Series 3
Practice C

INFORMATION CAVE

We can use what we have learned about DOES, IS, and HAS to make up a PREDICATE LIST. We will use a MIXED LIST of subjects and predicates.

FOR EXAMPLE: MIXED LIST: lands nearby - John - is frightened - She

PREDICATE LIST: A. lands nearby B. is frightened

EXTRA TIP: C. The spaceship ____ _____. The spaceship lands nearby. (DOES)

(Notice that we use a short way of writing whether the PREDICATE tells DOES, IS, or HAS.)

DIRECTIONS FOR 'TRY IT': Choose two PREDICATES from the MIXED LIST below and write them on your PREDICATE LIST. Then use one of them to write a sentence with the subjects A and B. Be sure to use the short way to write whether the PREDICATE tells DOES, IS, or HAS.

Use the extra tip in the Information Cave if you have trouble getting started. After you finish the TRY IT sentences, the teacher will check your sentences (or put correct sentences on the board). YOU MAY NOT GO ON UNTIL YOUR TRY IT SENTENCES ARE CORRECT.

MIXED LIST: lands nearby - John - is frightened - She

PREDICATE LIST: A. ____________ B. ____________

(DOES, IS, or HAS)

C. The spaceship ____ _____. (   )

D. The little boy __ _________. (   )

DIRECTIONS FOR 'WRITE IT': Choose the four PREDICATES from the MIXED LIST below and write them on your PREDICATE LIST. Then use your own predicates to write sentences with the subjects in five through eight. After each sentence use the short way to write if the PREDICATE tells DOES, IS, or HAS.

MIXED LIST: crashes into the waves - John - is our class president
She - chases my cat - has a cut on his knee

PREDICATE LIST: 1. ______________ 2. ______________
3. ______________ 4. ______________

5. Mary __ ___ ____ _________. (   )

6. The boat ______ ____ __ _____. (   )

7. My dog ______ __ ___. (   )

8. The little boy ___ _ ___ __ ___ ____. (   )

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

SENTENCE PARTS - STUDY PAGE

OBJECTIVE

Step by step, we will use subjects and predicates to build sentences.

STUDY IT

STUDY CHART

REMEMBER: The SUBJECT part of the sentence names WHICH PERSON or WHAT THING. The PREDICATE part of the sentence tells what the subject DOES, IS, or HAS.

We can use what we know about subjects and predicates to BUILD sentences according to Bigfoot's directions:

1. Use a WHAT THING SUBJECT and a DOES PREDICATE:

   Bigfoot   teaches writing step by step.

2. Use a WHICH PERSON SUBJECT and an IS PREDICATE:

   Mrs. Campbell   is our new principal.

REVIEW IT

1. The SUBJECT part of the sentence names ___ ____ or ___ ____.
2. The PREDICATE part of the sentence tells what the subject ___, __, or ___.
3. We can use what we know about subjects and predicates to ______ sentences according to Bigfoot's directions.
4. Let's practice some of Bigfoot's directions for BUILDING a sentence:

   Use a - WHAT THING SUBJECT and HAS PREDICATE
   - WHAT THING SUBJECT and IS PREDICATE
   - WHICH PERSON SUBJECT and DOES PREDICATE
   - WHAT THING SUBJECT and DOES PREDICATE
   - WHICH PERSON SUBJECT and HAS PREDICATE
   - WHICH PERSON SUBJECT and IS PREDICATE

Building Writing Competency

PRACTICE PAGE

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Series 3
Practice D

INFORMATION CAVE

We can BUILD sentences according to Bigfoot's directions. We can use SUBJECTS and PREDICATES from a SUBJECT AND PREDICATE MIXED LIST.

FOR EXAMPLE: SUBJECT AND PREDICATE MIXED LIST

My dad - repairs automobiles - is in our class - The new girl

EXTRA TIP: *WHICH PERSON SUBJECT and IS PREDICATE (WRITE THE LABELS)*

A. *The new girl is in our class.*

DIRECTIONS FOR 'TRY IT': Use subjects and predicates from the SUBJECT AND PREDICATE MIXED LIST to match the directions in A and B. Write your sentences on your separate paper after you write the lable. LIKE THIS:

Label each sentence:

(Line 1) A. *Which Person Subject and Is Predicate*
Then write the sentence on the next line:
The new girl is in our class.

SUBJECT and PREDICATE MIXED LIST: repairs automobiles - My dad - The new girl - is in our class

A. WHICH PERSON SUBJECT and IS PREDICATE Write this label first. Then write your sentence on the next line.

B. WHICH PERSON SUBJECT and DOES PREDICATE ______________________

DIRECTIONS FOR 'WRITE IT': Use subjects and predicates from the SUBJECT and PREDICATE MIXED LIST to match the sentence building directions in one through six. The words will fit in more than one place, BUT use each subject and predicate ONLY ONCE. Your sentence will not be correct unless it makes sense.

SUBJECT AND PREDICATE MIXED LIST: My dog - is our class president - The red bicycle - has many fond memories - Mary - barks at the moon - The sixth grade teacher - is for racing - The large, empty field - The jolly old man - has a For Sale sign on the fence - coaches soccer

1. WHAT THING SUBJECT and DOES PREDICATE Don't forget. Write this label on
2. WHAT THING SUBJECT and IS PREDICATE the line above each sentence.
3. WHAT THING SUBJECT and HAS PREDICATE ______________________
4. WHICH PERSON SUBJECT and DOES PREDICATE ______________________
5. WHICH PERSON SUBJECT and IS PREDICATE ______________________
6. WHICH PERSON SUBJECT and HAS PREDICATE ______________________

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

'WRITE IT' CORRECTING BANK

PRACTICE A:

	The subject does what?
1. Ice cream melts in the hot sun.	(melts in the hot sun)
2. The ditch digger digs very fast.	(digs very fast)
3. Reggie Jackson plays right field.	(plays right field)
4. The dog gobbles up the meat.	(gobbles up the meat)
5. The deer hears the noise.	(hears the noise)
6. The owl catches mice.	(catches mice)

PRACTICE B:

1. The dog barks.	Tells what the subject DOES
2. The sunset is beautiful.	Tells what the subject IS
3. The skunk has a bad odor.	Tells what the subject HAS
4. The planet Mars is near the sun.	Tells what the subject IS
5. My camera takes good pictures.	Tells what the subject DOES
6. The milk carton is empty.	Tells what the subject IS

PRACTICE C:

1. crashes into the waves
2. is our class president
3. chases my cat
4. has a cut on his knee
5. Mary is our class president. (IS)
6. The boat crashes into the waves. (DOES)
7. My dog chases my cat. (DOES)
8. The little boy has a cut on his knee. (HAS)

PRACTICE D: ACCPET ANY SENTENCE WHICH MAKES SENSE. SENTENCES MAY BE USED ONLY ONCE.

1. WHAT THING SUBJECT and DOES PREDICATE
   My dog barks at the moon.
2. WHAT THING SUBJECT and IS PREDICATE
   The red bicycle is for racing.
3. WHAT THING SUBJECT and HAS PREDICATE
   The large, empty field has a For Sale sign on the fence.
4. WHICH PERSON SUBJECT and DOES PREDICATE
   The sixth grade teacher coaches soccer.
5. WHICH PERSON SUBJECT and IS PREDICATE
   Mary is our class president.
6. WHICH PERSON SUBJECT and HAS PREDICATE
   The jolly old man has many fond memories.

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

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Practice: Mastery Test

PREDICATES - DOES-IS-HAS

Read the directions and write your sentences on a separate paper.

Choose subjects and predicates from the SUBJECT AND PREDICATE MIXED LIST to match the sentence building directions in numbers 1-6. The words will fit in more than one place, BUT use each subject and predicate only ONCE. Your sentence will not be correct unless it makes sense.

Be sure to write the labels WHICH PERSON/WHAT THING SUBJECT - DOES, IS, or HAS PREDICATE before you write each sentence.

FOR EXAMPLE:

1. *What Thing Subject and Does Predicate*
   My dog barks at the moon.
2. *What Thing Subject and Is Predicate*
   The red bicycle is for racing.

SUBJECT AND PREDICATE MIXED LIST: My dog - is our class president - The red bicycle - has many fond memories - Mary - barks at the moon - The sixth grade teacher - is for racing - The large, empty field - The jolly old man - has a For Sale sign on the fence - coaches soccer

1. WHAT THING SUBJECT and DOES PREDICATE

2. WHAT THING SUBJECT and IS PREDICATE

3. WHAT THING SUBJECT and HAS PREDICATE

4. WHICH PERSON SUBJECT and DOES PREDICATE

5. WHICH PERSON SUBJECT and IS PREDICATE

6 WHICH PERSON SUBJECT and HAS PREDICATE

SENTENCE PARTS - STUDY PAGE

OBJECTIVE

Step by step, we will review past tense (time) action VERBS.

STUDY IT

STUDY CHART

REMEMBER: The PREDICATE tells what the subject DOES, IS, or HAS. DOES tells about present tense (time). The present tense means now. DOES also has a past tense form, DID. Past tense shows what happened in the past. Many times the present tense form is changed to the past tense by using ed to end the verb (picks becomes picked). Other times the present tense form is changed to past tense by using a different form of the VERB. (is changes to was - has changes to had).

Today we will practice using verbs that use ed for the past tense form.

Tom picked the apples. ...picked the apples is a DID predicate and tells about past time. The VERB ends with ed.

Bigfoot needed more pencils. ...needed more pencils is a DID predicate because the VERB ends with ed. It tells past time.

REMEMBER: The VERB is the most important word in the predicate. It is the only word in the predicate that tells tense.

REVIEW IT

1. The PREDICATE tells what the subject ____, __, or ___.
2. DOES tells about present _____ (time).
3. The present tense means ____.
4. DOES also has a past tense form, ___.
5. Past tense shows what happened in the ____.
6. Many times the present tense form is changed to the past tense by using __ to end the VERB.
7. Other times the present tense form is changed to past tense by using a different ____ of the VERB.

Building Writing Competency

PRACTICE PAGE

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Series 4
Practice A

INFORMATION CAVE

REMEMBER: Present tense means the action takes place now. Past tense means the action took place in the past.

We can choose predicates from a PREDICATE LIST and use them to write correct sentences. We can rewrite the VERB and label whether it tells present or past tense.

Like this: PREDICATE LIST: plays well - worked hard

EXTRA TIP: The repairman ______ ____. (VERB - Present or Past)

A. *The repairman worked hard.* *(worked - Past)*

DIRECTIONS FOR 'TRY IT': Choose predicates from the list below and use them with the words in A and B to write correct sentences. After each sentence rewrite the VERB and label whether it tells present or past tense.

PREDICATE LIST: plays well - worked hard

A. The repairman ______ ____. (VERB - Present or Past)

B. The drummer _____ ____. (VERB - Present or Past)

DIRECTIONS FOR 'WRITE IT': Choose predicates from the list below and use them with the words in one through six to write correct sentences. After each sentence rewrite the VERB and label whether it tells present or past.

PREDICATE LIST: raced past - needs repair - weeds the garden
delivered the diamonds - watched the deer - lands on
the runway -

VERB - Present/Past

1. The watch _____ ______. ( )
2. The jeweler ________ ___ ________. ( )
3. The hunter _______ ___ ____. ( )
4. The gardener _____ ___ ______. ( )
5. The plane _____ __ ___ ______. ( )
6. The firemen _____ ____. ( )

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

SENTENCE PARTS - STUDY PAGE

OBJECTIVE

Step by step, we will review past tense (time) LINKING VERBS.

STUDY IT

STUDY CHART

REMEMBER: The PREDICATE tells what the subject DOES, DID, IS, or HAS. We know that PREDICATES with DOES VERBS show action by the subject.

Predicates with IS VERBS do not show action. IS is called a linking VERB. It links the subject with other words to tell what the subject IS or IS LIKE. The past tense form of IS is WAS.

Subject	Linking VERB	Nouns/adjectives	Tense
The man	is	a policeman.	present
The dog	was	hungry and tired.	past

The present and past forms of the VERB TO BE are:

He, She, It	is	happy.	present
They, We, You	are	puzzled.	present
I	am	here.	present
I, She, He	was	the team captain.	past
You, We, They	were	not tired.	past

REVIEW IT

1. The PREDICATE tells what the subject ____, ___, __, or ___.

2. We know that PREDICATES with DOES VERBS show ______ by the subject.

3. Predicates with IS VERBS do ___ show action.

4. IS is called a ________ VERB.

5. IS links the subject with other words to tell what the subject
__ or __ ____.

6. The past tense form of IS is ___.

Building Writing Competency

PRACTICE PAGE

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Level 5
Series 4
Practice B

INFORMATION CAVE

We can practice using IS/ARE or WAS/WERE predicates and write whether they are present or past tense. Choose the predicate from the PREDICATE LIST. After each sentence, rewrite the VERB and label whether it tells present or past tense. Like this:

PREDICATE LIST: is here - was the answer

A. Fourteen ___ ___ ______. (IS or ARE - Present)
(WAS or WERE - Past)

EXTRA TIP:

A. *Fourteen was the answer.* (*WAS - Past*)

DIRECTIONS FOR 'TRY IT': Choose predicates from the PREDICATE LIST and use with the words in A and B to write correct sentences. After each sentence, rewrite the VERB and label whether it is present or past.

PREDICATE LIST: is here - was the answer

A. Fourteen ___ ___ ______. (IS/ARE or WAS/WERE - Present or Past)

B. The mail __ ____. (IS/ARE or WAS/WERE - Present or Past)

DIRECTIONS FOR 'WRITE IT': Choose predicates from the PREDICATE LIST and match them with the correct subject to form a sentence. After each sentence rewrite the verb and label whether it tells present or past.

PREDICATE LIST: is messy - was very helpful - was stamp collecting
were good students - was a gardener - is cold

(IS/ARE or WAS/WERE - Present or Past)

1. My room __ _____. ( )
2. The freezer __ ____. ( )
3. My hobby ___ _____ _________. ( )
4. The teacher ___ ____ _______. ( )
5. My brothers ____ ____ ________. ( )
6. My grandmother ___ _ ________. ( )

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

SENTENCE PARTS - STUDY PAGE

OBJECTIVE

Step by step, we will review past tense of the verb TO HAVE.

STUDY IT

STUDY CHART

We say that HAS PREDICATES use a form of the VERB HAVE. The present form of the VERB is HAS when used with a singular noun or he, she, it.

She has a cold. The kitten has blue eyes. It has grey fur.

The present form of the VERB is HAVE when used with a plural noun or I, you, we, they.

We have colds. The kittens have blue eyes. They have grey fur.

In the past tense, the form of the VERB have is always had.

REVIEW IT

1. The PREDICATE tells what the subject DOES, ___, IS, ___ or HAS.
2. We say that HAS PREDICATES use a form of the VERB _____. The present form of the VERB is ___ when used with a singular noun or he, she, it.
3. The present form of the VERB is HAVE when used with a ______ subject or I, you, we, they.
4. In the past tense, the form of the VERB _____ is always ____.

Building Writing Competency

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Series 4
Practice C

PRACTICE PAGE

INFORMATION CAVE

Remember: Predicates tell what is said about the subject. We will practice writing HAS-HAD predicates.

We can choose HAS and HAD predicates from a PREDICATE LIST and use them to write correct sentences. Then we can add whether the PREDICATE tells HAS-Present or HAD-Past. Like this:

PREDICATE LIST: has a carnival today - had twenty math problems

EXTRA TIP: A. The school ___ _ ________ _____. (HAS/HAD - Present/Past

A. The school has a carnival today. (Has-Present)

DIRECTIONS FOR 'TRY IT': Choose predicates from the PREDICATE LIST and use them to write correct sentences with the words in A and B. After each sentence, write whether the predicate tells HAS - Present or HAD -Past.

PREDICATE LIST: has a carnival today - had twenty math problems

A. The school ___ _ ________ _____. (HAS/HAD - Present/Past)

B. The computer lesson ___ _____ ____ _______. (HAS/HAD - Present/Past)

DIRECTIONS FOR 'WRITE IT': Choose predicates from the PREDICATE LIST and use them to write correct sentences with the words in one through six. After each sentence, write whether the predicate tells HAS-Present or HAD-Past. Your sentences will be correct as long as the sentence makes sense.

PREDICATE LIST: has many tall buildings - had a colorful boat
had three teeth pulled - has too many mistakes
has a good hitter - had a worm

(HAS/HAD - Present/Past)

1. The bird ___ _ ____. ( )
2. Your paper ___ ___ ____ ________. ( )
3. The fisherman ___ _ ________ ____. ( )
4. New York ___ ____ ____ _________. ( )
5. The team ___ _ ____ ______. ( )
6. Ricky ___ _____ _____ ______. ( )

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

SENTENCE PARTS - STUDY PAGE

OBJECTIVE

Step by step, we will review past tense forms of action, linking, and have VERBS.

STUDY IT

STUDY CHART

We have written sentences using predicates with VERBS that tell about ACTION taken by the subject:

The old man walks to work. (walks) is an action VERB, present tense)
The old man walked to work. (walked) is an action VERB, past tense)

We have written sentences using predicates with VERBS that LINK the subject with other words to tell what the subject is or is like.

The old man is tired. (is is a LINKING VERB, present tense)

The old man was tired. (was is a LINKING VERB, past tense)

We have written predicates with a form of the VERB HAVE.

I have a cold. (Present tense form with I, you, we, they, and plural nouns)

She has a cold. (Present tense form with he, she, it, or singular noun)

REVIEW IT

1. We have written sentences using predicates with _____ that tell about ACTION taken by the subject.

2. We have written sentences using predicates with VERBS that ____ the subject with other words to tell what the subject is or is like.

3. We have written predicates with a form of the VERB ____.

4. In the present tense, we use the verb form HAVE with I, you, we, they, and plural _____.

5. In the present tense, we use the HAS form with he, she, it, or singular _____.

Building Writing Competency

PRACTICE PAGE

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Practice D

INFORMATION CAVE

We can practice choosing predicates from a predicate list and use them to match Bigfoot's directions. Then we can label and rewrite the VERB.

PREDICATE LIST

Predicates with linking verbs: is interesting... was interesting
Predicates with action verbs: ran fast... runs fast

A. The T.V. program (linking verb, present tense). (VERB - __________)

EXTRA TIP: A. *The T.V. program is interesting.(VERB - is)*

B. The T.V. program (linking verb, past tense). (VERB - __________)

B. *The T.V. program was interesting.(VERB - was)*

C. He (action verb, past tense). (VERB - __________)

C. *He ran fast. (VERB - ran)*

DIRECTIONS FOR 'TRY IT': Choose predicates from the predicate list in the Information Cave to match Bigfoot's directions for A, B, and C below. After each sentence, label and write the VERB.

A. The T.V. program (linking verb, present tense). (VERB - __________)
B. The T.V. program (linking verb, past tense). (VERB - __________)
C. He (action verb, past tense) (VERB - __________)

DIRECTIONS FOR 'WRITE IT': Choose predicates from the predicate list below to match Bigfoot's directions for 1-6. After each sentence, label and rewrite the VERB.

PREDICATE LIST

Predicates with action verbs: runs in races... ran in a race once
Predicates with linking verbs: is in the garage... are in the garage
Predicates with a form of the verb HAVE: have a cold... has a cold

1. My friend (action verb, past tense). (VERB - __________)
2. My friend (action verb, present tense). (VERB - __________)
3. Mary (with a form of the verb HAVE, present tense). (VERB - __________)
4. I (with a form of the verb HAVE, present tense). (VERB - __________)
5. The cars (linking verb, present tense). (VERB - __________)
6. The old car (linking verb, present tense). (VERB - __________)

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

Correcting Page 39
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'WRITE IT' CORRECTING BANK

PRACTICE A:

1. The watch needs repair. (needs - Present)
2. The jeweler delivered the diamonds. (delivered - Past)
3. The hunter watched the deer. (watched - Past)
4. The gardener weeds the garden. (weeds - Present)
5. The plane lands on the runway. (lands - Present)
6. The firemen raced past. (raced - Past)

PRACTICE B:

1. My room is messy. (is - Present)
2. The freezer is cold. (is - Present)
3. My hobby was stamp collecting. (was - Past)
4. The teacher was very helpful. (was - Past)
5. My brothers were good students. (were - Past)
6. My grandmother was a gardener. (was - Past)

PRACTICE C:

1. The bird had a worm. (HAD - Past)
2. Your paper has too many mistakes. (HAS - Present)
3. The fisherman had a colorful boat. (HAD - Past)
4. New York has many tall buildings. (HAS - Present)
5. The team has a good hitter. (HAS - Present)
6. Ricky had three teeth pulled. (HAD - Past)

PRACTICE D:

1. My friend ran in a race once. (VERB - ran)
2. My friend runs in races. (VERB - runs)
3. Mary has a cold. (VERB - has)
4. I have a cold. (VERB - have)
5. The cars are in the garage. (VERB - are)
6. The old car is in the garage. (VERB - is)

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

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Level 5
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Practice: Mastery Test

PREDICATES - DOES - DID
IS - WAS
HAS - HAD

- Read the directions and write your sentences on a separate paper.
- Choose predicates from the predicate list below to match Bigfoot's directions for 1-6. After each sentence, label and rewrite the VERB.

PREDICATE LIST

Predicates with action verbs: runs in races... ran in a race once
Predicates with linking verbs: is in the garage... are in the garage
Predicates with a form of the verb HAVE: have a cold... has a cold

1. My friend (action verb, past tense). (VERB - __________)
2. My friend (action verb, present tense). (VERB - __________)
3. Mary (with a form of the verb HAVE, present tense). (VERB - __________)
4. I (with a form of the verb HAVE, present tense). (VERB - __________)
5. The cars (linking verb, present tense). (VERB - __________)
6. The old car (linking verb, present tense). (VERB - __________)

SUBJECT/VERB AGREEMENT - STUDY PAGE

OBJECTIVE

Step by step, we will write sentences with subjects and verbs that AGREE.

STUDY IT

STUDY CHART

REMEMBER: The subject is the which person or what thing part of the sentence. The girl walks home. The girl is the subject (which person). The girls walk home. The girls is the subject (which persons).

REMEMBER: When the subject tells about more than one (plural), the most important word in the predicate (the verb) changes. We dropped the s from the verb walk. The verb is the most important word in the predicate. It tells what the subject does, is, or has, (or what subjects do, are, or have).

The girl walks home. ...walks tells what the girl does. It is the VERB. The girls walk home. ...walk tells what the girls do. It is the VERB.

Because it is easier to learn step by step, today we will practice with VERBS that tell what the subject does or did (or what subjects do).

We will practice with present tense action VERBS that drop the s when used with a subject telling about more than one (plural).

REVIEW IT

1. The subject is the _____ ______ or ____ ____ part of the sentence.
2. In the sentence The girl walks home, the girl is the _______.
3. The girl tells _____ person.
4. In the sentence The girls walk home, the girls is the _______.
5. The girls tell _____ ______.
6. When the subject tells about more than one (plural), the most important word in the predicate (the ____) changes.
7. We dropped the ___ from the verb ______.
8. The verb is the most important word in the ________.
9. It tells what the subject ____, ___, or _____.

Building Writing Competency

PRACTICE PAGE

INFORMATION CAVE

We can practice writing sentences that agree by changing the subject to more than one (plural) and dropping the s from the verb.

It will help us learn more about subject verb agreement if we add more and more words to the predicate. Just remember the verb is the word that tells what the subject (s) does (do). After each sentence, label and write the plural VERB form.

EXTRA TIP: A. The girl walks to school.
The girls walk to school. (VERB - walk)

DIRECTIONS FOR 'TRY IT': Change the subjects below to more than one (plural) and then change the verb to agree with the new subject. Write the sentence on your separate paper.

The girl walks to school.
A. ___ ____ _____ __ ______. (VERB - _____)

The proud boy wins many races.
B. ___ _____ *boys* _____ _____ _____. (VERB - *win*)

DIRECTIONS FOR 'WRITE IT': Change the subjects below to more than one (plural) and change the verb to agree with the new subject. Write the sentence on your separate paper. After each sentence, label and write the plural verb that you used in the sentence.

1. The teacher paints beautiful pictures.
______________________________ (VERB - ______)

2. The boat speeds up the river.
______________________________ (VERB - ______)

3. The big dog eats much food.
______________________________ (VERB - ______)

4. My sister cooks breakfast most of the time.
______________________________ (VERB - ______)

5. One apple looks very green. (Can you see another word you must change?)
The ___________________________ (VERB - ______)

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

SUBJECT/VERB AGREEMENT - STUDY PAGE

OBJECTIVE

Step by step, we will write sentences with subjects and verbs that AGREE.

STUDY IT

STUDY CHART

Yesterday we practiced writing sentences with verbs that drop the s to agree with plural (more than one) subjects.

If you mastered the level that comes before this level, you remember that verbs also signal time (tense). If we use verbs that tell does, do, is, are, am, has, or have we are talking about present time (tense) verbs that change to agree with plural subjects.

He eats in the cafeteria. Eats tells what he does. It is an action VERB. They eat in the cafeteria. We drop the s because They is a plural subject.

He is in the cafeteria. Is is a linking VERB.

They are in the cafeteria. Notice that the plural verb form changes to are.

He has the mustard. Has is the VERB in HAS-HAVE predicates.

They have the mustard. Notice that the plural verb form changes to have.

REVIEW IT

1. Yesterday we practiced writing sentences with verbs that drop the _ to agree with ____ (more than one) subjects.
2. If you mastered the level that comes before this level, you remember that verbs also signal ______ (tense).
3. If we use verbs that tell does, do, is, are, am, has, or have, we are talking about _______ _____ (tense).
4. Today we will practice with more present tense verbs that change to agree with ______ (more than one) subjects.
5. We can change He to a plural subject by using _______.
6. The plural form of is is ___.
7. The plural form of has is ____.

Building Writing Competency

PRACTICE PAGE

INFORMATION CAVE

REMEMBER: Compound subjects use the plural form of the verbs:

Mary and Jean (compound subject) eat in the cafeteria.

We can change singular predicates to plural and use them to write correct sentences.

SINGULAR PREDICATE LIST: eats in the cafeteria - has the mustard

A. Mary and Jean ___ __ ___ ________. (Verb - ____)
Mary and Jean eat in the cafeteria. (*Verb - eat*)

DIRECTIONS FOR 'TRY IT': Choose a predicate from the PREDICATE LIST below that will make sense with the subject in A and B. You will have to change the verb form to agree with the subject. After each sentence, label and write the form of the VERB that you used in your sentence.

PREDICATE LIST: eats in the cafeteria - has the mustard

A. Mary and Jean ____ ___ ____ ____ __ ___ ________. (VERB- ____)

B. They ____ ____ ___ ______. (VERB - have)

DIRECTIONS FOR 'WRITE IT': Choose a predicate from the predicate list below that will make sense with a subject in one through six. Write the sentence on your separate paper, changing the verb to agree with the subject. After each sentence, label and write the form of the VERB that you used in your sentence. Since predicates can be used with more than one sentence below, your sentences will be counted as correct if they follow the directions and make sense.

PREDICATE LIST: is easy to clean - walks to the playground
has seconds - likes the food in the cafeteria
has new menus - is very nice

1. We ______________________________ (VERB - like)
2. Everyday, Tom and Bill ______________________ (VERB - ______)
3. The cooks ___________________________ (VERB - ______)
4. The girls ___________________________ (VERB - ______)
5. The trays ___________________________ (VERB - ______)
6. After lunch, they ______________________ (VERB - ______)

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

SUBJECT/VERB AGREEMENT - STUDY PAGE

OBJECTIVE

Step by step, we will write sentences with subjects and verbs that AGREE.

STUDY IT

STUDY CHART

We will learn to correct the agreement mistake made most often in elementary school.

It is easy to drop the s from does and change the word to do to agree with a plural subject: Like this:

Dad does the laundry. Mom and Dad do the laundry. Does is like has and is. It changes when the s is dropped.

For some reason, when we use the contractions doesn't and don't, more mistakes are made. We will practice using doesn't and don't correctly. Tom doesn't run in races. Tom and Mike don't run in races.

Use doesn't for telling about one person or thing (singular subjects). Use don't with plural subjects. (You may notice that doesn't and don't often need another verb in the sentence. Notice that the other verb does not change form).

REVIEW IT

1. We will learn to correct the agreement ______ made most often by children in our school.
2. It is easy to drop the s from does and change the word to __ to agree with a plural subject.
3. Does is like has and is. They drop the s and ______ form to agree with plural subjects.
4. For some reason, when we use the contractions doesn't and don't, more ________ are made.
5. We will practice using ______ and ____ correctly.
6. Use doesn't when telling about ___ ______ or _____.
7. Use don't with _____ ______

Building Writing Competency

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Practice C

PRACTICE PAGE

INFORMATION CAVE

We can change each does to doesn't and each do to don't.
Like this:

John does like peas.
A. *John doesn't like peas.*

Tom and Bert do like peas.
B. *Tom and Bert don't like peas.*

DIRECTIONS FOR 'TRY IT': Change each sentence below by using the contraction doesn't or don't in place of does and do.

John does like peas. (Change to doesn't or don't)
A. ____ _______ ____ ____.

Tom and Bert do like peas. (doesn't or don't)
B. ____ ___ ____ _____ _____ ______.

DIRECTIONS FOR 'WRITE IT': Change each sentence below by using the contraction doesn't or don't in place of does or do. Write your sentence with the contraction on your separate paper.

Mom does know how to ride a bike. (doesn't or don't)
1. ________________________________.

Mom and Dad do take lunches to work. (doesn't or don't)
2. ________________________________.

That girl does have a horse. (doesn't or don't)
3. ________________________________.

The girls do like horses. (doesn't or don't)
4. ________________________________.

Tom does help cook dinner. (doesn't or don't)
5. ________________________________.

Joe and Mary do help wash dishes. (doesn't or don't)
6. ________________________________.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

SUBJECT/VERB AGREEMENT - STUDY PAGE

OBJECTIVE

Step by step, we will write sentences with subjects and verbs that AGREE.

STUDY IT

STUDY CHART

We can practice writing sentences using what we have learned about subject and verb agreement. Like this: ...plays on the playground.

We know that the s form of the VERB plays agrees with a singular subject.

We can think of a singular subject: John

We can write a sentence with a subject and verb that agrees:
John plays on the playground.

Or like this: ... play on the playground

We know that play without the s agrees with a plural subject or a compound subject. We can think of a plural subject:

The boys - The boys play on the playground.

We can think of a compound subject: Harold and Jeff.

Harold and Jeff play on the playground.

REVIEW IT

1. We can practice writing sentences using what we have learned about _______ and ____ agreement.
2. We know that the s form of the verb plays agrees with a ________ _______.
3. We can think of a singular subject: ______ and others: _____ __
4. We can write a sentence with a subject and verb that _____.
5. Like this: (subject)___ ___(verb)___ on the playground.
6. We know that the verb play without s agrees with a ______ subject or a _______ subject.
7. We can think of plural subjects: _____ _____ _____ _____ _____
8. We can think of compound subjects: ____ and ____, _____ and _____, _____ and _____.
9. Let's think of sentences using .....play on the playground.

Building Writing Competency

PRACTICE PAGE

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Series 5
Practice D

INFORMATION CAVE

We will practice thinking of our own singular, plural, or compound subjects to agree with verbs. Like this: ...are in my desk. The books are in my desk. The pencil and eraser are in my desk.

Short tips to remember:

Singular subjects use s form of verb: plays, is, has, doesn't. Plural and compound subjects drop the s or change form: play, are, have, don't. After each sentence, label and write the VERB.

A. ______ ______ plays in the park. (VERB- ______)

EXTRA TIP: A. *The boy plays in the park.* *(VERB - plays)*
OR *My dog plays in the park.*

DIRECTIONS FOR 'TRY IT': Think of the correct kind of subject (singular, plural, or compound) to agree with the verbs in the predicates below. Then write the sentence on your separate paper. After each sentence, label and write the VERB. Since you have a choice of subjects to use, your sentence must make sense to be correct. Use capitals, correct punctuation, and correct spelling.

A. ...plays in the park. ______________ (VERB- ________)

B. ...is in the play. ______________ (VERB - ________)

DIRECTIONS FOR 'WRITE IT': Think of the correct kind of subject (singular, plural, or compound) to agree with the verbs in the predicates below. Then write your sentences on your separate paper. After each sentence, label and write the VERB. Use capitals, correct punctuation, and correct spelling. Since you have a choice of subjects to use, your sentence must make sense to be correct.

1. ...play ball every day. ______________ (VERB - ______)
2. ... are in the classroom. ______________ (VERB - ______)
3. ... doesn't have a pencil. ______________ (MAIN VERB - HAVE)
4. ...don't eat in the cafeteria. ______________ (MAIN VERB- EAT)
5. ...walk home for lunch. ______________ (VERB - ______)
6. ...has lunch money. ______________ (VERB - ______)

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

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'WRITE IT' CORRECTING BANK

PRACTICE A:

1. The teachers paint beautiful pictures. (VERB - paint)
2. The boats speed up the river. (VERB - speed)
3. The big dogs eat much food. (VERB - eat)
4. My sisters cook breakfast most of the time. (VERB - cook)
5. The apples look very green. (VERB - look)

PRACTICE B: ACCEPT ANY ANSWER WHICH MAKES SENSE.

1. We like the food in the cafeteria. (VERB - like)
2. Everyday, Tom and Bill have seconds. (VERB - have)
3. The cooks have new menus. (VERB - have)
4. The girls are very nice. (VERB - are)
5. The trays are easy to clean. (VERB - are)
6. After lunch, they walk to the playground. (VERB - walk)

PRACTICE C:

1. Mom doesn't know how to ride a bike.
2. Mom and Dad don't take lunches to work.
3. That girl doesn't have a horse.
4. The girls don't like horses.
5. Tom doesn't help cook dinner.
6. Joe and Mary don't help wash dishes.

PRACTICE D:

1. (Plural subject) play ball every day. (VERB - play)
2. (Plural or compound subject) are in the classroom. (VERB - are)
3. (Singular subject) doesn't have a pencil. (VERB - have)
4. (Plural or compound subject) don't eat in the cafeteria. (VERB - eat)
5. (Plural or compound subject) walk home for lunch. (VERB - walk)
6. (Singular subject) has lunch money. (VERB - has)
   (REMEMBER you cannot use I with has.)

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

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Practice: Mastery Test

SUBJECT/VERB AGREEMENT

Read the directions and write your sentences on separate paper.

Change the subjects below to more than one (plural) and change the verb to agree with the new subject. After each sentence, write the verb that you used in the sentence.

The boat speeds up the river.
1. ______________________ (VERB- _____)

The big dog eats much food.
2. ______________________ (VERB -_____)

Change each sentence below by using the contraction doesn't or don't in place of does or do. Write your sentence with the contraction on your separate paper.

The girls do like horses.
3. ______________________

Tom does help cook dinner.
4. ______________________

Think of the correct kind of subject (singular, plural, or compound) to agree with the verbs in the predicates below. Use capitals, correct punctuation, and correct spelling. Since you have a choice of subjects to use, your sentences must make sense to be correct.

...doesn't have a pencil.
5. ______________________

...walk home for lunch.

6. ______________________

COMBINING SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write combined sentences. We will write combined sentences by combining subjects.

STUDY IT

STUDY CHART

Now that we have reviewed basic sentence parts, the subject and predicate, we will learn ways to combine and expand sentence parts.

The ideas in some short, choppy sentences can be combined into one sentence. We will see that we can combine SUBJECTS, PREDICATES, ADJECTIVES, and ADVERBS. Today we will write smoother sentences by combining subjects.

Lester makes kites. Louise makes kites. Lester and Louise make kites.

The subjects from each sentence can be joined when the predicates from each sentence are the same. We have written a COMPOUND SUBJECT.

STEPS TO REMEMBER FROM EARLIER LANGUAGE LESSONS:

Use and to join COMPOUND SUBJECTS. When using I in a COMPOUND SUBJECT, always use I after the other subject.

COMPOUND SUBJECTS using and take the same verb form as a PLURAL SUBJECT.

COMPOUND
Lester and Louise (compound subject) make kites.

PLURAL
The boys (plural subject) make kites.

REVIEW IT

1. Now that we have reviewed basic sentence parts, the subject and the predicate, we will learn ways to ______ and ________sentence parts.
2. The ideas in some short, choppy sentences can be combined into ___ __________.
3. We will see that we can combine _______, _________, _______and _____.
4. Today we will write smoother sentences by ____________ ________.
5. Two subjects can be joined when the predicates are the ______from each sentence.
6. We have written a _________ _________.

Building Writing Competency

PRACTICE PAGE

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Series 6
Practice A

INFORMATION CAVE

We can use COMPOUND SUBJECTS to combine two sentences if each sentence has the same predicate.

If the verb shows present time, we know that we must change the verb to agree with the COMPOUND SUBJECT.

FOR EXAMPLE: John is cold. Ned is cold.

EXTRA TIP: A. *John and Ned are cold.*

I ran everyday. Mary ran everyday.

B. *Mary and I ran everyday.*

DIRECTIONS FOR 'TRY IT': Combine the sentences in A and B below by writing sentences with COMPOUND SUBJECTS. Remember to change the verb form in present tense verbs.

A. John is cold. Ned is cold. ______________________________

B. I ran everyday. Mary ran everyday. ______________________

DIRECTIONS FOR 'WRITE IT': Combine the sentences in 1-6 below by writing COMPOUND SUBJECTS. Remember to change the verb form of present tense verbs.

1. Tom fished Saturday. Dena fished Saturday.
   ____.
2. Tom fishes every weekend. Dena fishes every weekend.
   ____.
3. Mark has a cold. Susan has a cold.
   ____.
4. Cars speed along Elkhorn Blvd. Trucks speed along Elkhorn Blvd.
   ____.
5. Cars raced along the freeway. Trucks raced along the freeway.
   ____.
6. The girl has pretty red hair. Her mother has pretty red hair.
   ____.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

COMBINING SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write combined sentences. We will write combined sentences by combining predicates.

STUDY IT

STUDY CHART

The ideas in some short, choppy sentences can be combined into one sentence. In yesterday's lesson we combined subjects. In today's lesson we will combine PREDICATES.

Leona made a kite. Leona bought some kite string. Leona made a kite and bought some kite string.

We have combined two sentences with the same subject. We have written a sentence with a COMPOUND PREDICATE.

Or we can combine two sentences if the second sentence uses a pronoun (he,she,it) to stand for the subject in the first sentence.

Leona made a kite. She bought some kite string.

Leona made a kite and bought some kite string.

REVIEW IT

1. The ideas in some short, choppy sentences can be combined into _____ __________.
2. In yesterday's lesson we combined __________.
3. In today's lesson we will combine __________.
4. We have combined two sentences with the same _________.
5. We have written a sentence with a ________ __________.
6. Or we can combine two sentences if the second sentence uses a ________ (he,she,it) to stand for the subject in the first sentence.
7. Let's take turns making up sentences with COMPOUND PREDICATES. Raise your hand when you are ready.

Building Writing Competency

PRACTICE PAGE

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Level 5
Series 6
Practice B

INFORMATION CAVE

We can use COMPOUND PREDICATES to combine two sentences if each sentence has the same subject (or with a pronoun in the second sentence.)

FOR EXAMPLE: The wind blew. The wind lifted the kite.

EXTRA TIP: A. *The wind blew and lifted the kite.*

The string tangled in a tree. The string snapped.

EXTRA TIP: B. *The string tangled in a tree and snapped.*

TRY IT

DIRECTIONS FOR 'TRY IT': Combine the sentences in A and B below by writing sentences with COMPOUND PREDICATES.

A. The wind blew. The wind lifted the kite. ______________________.

B. The string tangled in a tree. The string snapped. ________________.

WRITE IT

DIRECTIONS FOR 'WRITE IT': Combine the sentences in 1-6 by writing sentences with COMPOUND PREDICATES.

1. The crowd applauded. The crowd began to cheer. ____________________.
2. Clyde listens carefully. He knows how to work his math problems. __________.
3. The dog laid down by the fire. It went to sleep. __________________________.
4. June knows writing is important. She enjoys learning step by step. ___________.
5. Carl bought a new book. He enjoyed reading it. ___________________________.
6. John and I ran three miles. We felt tired. ______________________________.

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

COMBINING SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write combined sentences. We will write combined sentences by combining adjectives.

STUDY IT

STUDY CHART

We have written combined sentences using COMPOUND SUBJECTS and COMPOUND PREDICATES. Today we will combine sentences by combining ADJECTIVES.

You might find yourself writing two sentences using a linking verb (is, are, was, were) to link the noun with the adjectives. These sentences are easy to combine.

The day was warm. The day was sunny. The day was warm and sunny.

More often, you would find two related sentences that could have adjectives moved from one sentence to the other.

The man saved the child. The man was brave. The *brave* man saved the child.

We combined sentences by moving the adjective next to the noun in the first sentence. Notice that the same noun appears in both sentences. Watch for pronouns in the second related sentence.

The man saved the child. He was brave. The brave man saved the child.

REVIEW IT

1. We have written combined sentences using ________ _________ and _________ ___________.
2. Today we will combine sentences by combining _________.
3. You might find yourself writing two sentences using a linking verb (is,are,was,were) to link the _____ with the _____________.
4. These sentences are easy to _________.
5. More often, you would find two related sentences that could have adjectives moved from one _________ to the other.
6. We combined sentences by moving the adjectives next to the ________ in the first sentence.
7. Notice that the same noun appears in both ___________.
8. Watch for a pronoun in the second related ___________.

STEPS TO REMEMBER FROM EARLIER LANGUAGE LESSONS

An adjective may be in front of the noun it describes or it may be linked to a subject noun by a linking verb.

Is, are, was, were can be used as linking verbs.

Building Writing Competency

PRACTICE PAGE

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Series 6
Practice C

INFORMATION CAVE

We can combine two related linking verb/adjective sentences by combining the adjectives.

We often can combine a linking verb/adjective sentence with the sentence that came before ... if the same noun or pronoun appears in both sentences.

FOR EXAMPLE: The cat was frightened. The cat was confused.

EXTRA TIP A. *The cat was frightened and confused.*

The motorcyclist crashed into the wall. He was speeding.

EXTRA TIP B. *The speeding motorcyclist crashed into the wall.*

DIRECTIONS FOR 'TRY IT': Combine the sentences in A and B below by combining adjectives or moving adjectives to one sentence. Bigfoot has underlined the adjectives.

A. The cat was frightened. The cat was confused. ________________.

B. The motorcyclist crashed into the wall. He was speeding. ________________.

DIRECTIONS FOR 'WRITE IT': Combine the sentences in 1-6 below by combining adjectives or moving adjectives to one sentence. For numbers 7 and 8 combine three sentences by moving all adjectives to one sentence.

1. The game was close. The game was exciting. ________________.
2. The man finished the race. The man was tired. ________________.
3. The lesson is difficult. The lesson is long. ________________.
4. The man fell into the hole. The hole was deep. ________________.
5. The wind was stronger. The wind was colder. ________________.
6. My brother plays basketball. He is older. ________________.
7. The liquid spilled on the floor. The liquid was oily. The floor was clean. ________________________________.
8. The boat raced over the water. The boat was a jet. The water was glassy. ________________________________.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

COMBINING SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write combined sentences. We will write combined sentences by combining adverbs.

STUDY IT

STUDY CHART

We have written sentences combining SUBJECTS, PREDICATES, and ADJECTIVES. Today we will write sentences combining ADVERBS.

Today we will use adverbs that tell more about verbs.

Adverbs often end in ly.

Victor reads quickly. He reads skillfully.
Victor reads quickly and skillfully.

Adverbs tell how, when, where, and how often. We learned in earlier language lessons that adverbs could be one word or a group of words (phrases) used as adverbs.

John runs around the track. He runs through the field.

John runs around the track and through the field.

REVIEW IT

1. We have written sentences combining _________, _________, and _____________.
2. Today we will write sentences combining ________.
3. Adverbs tell ___, _____, ______, and ___ _____.
4. Adverbs often end in __.
5. We learned in earlier language lessons that adverbs could be one word or a _____ __ _____ (phrases) used as adverbs.

Building Writing Competency

PRACTICE PAGE

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Level 5
Series 6
Practice D

INFORMATION CAVE

We can combine two similar sentences by combining ADVERBS.

FOR EXAMPLE: Victor reads quickly. He reads skillfully.

EXTRA TIP A. *Victor reads quickly and skillfully.*

John runs around the track. He runs through the field.

EXTRA TIP B. *John runs around the track and through the field.*

DIRECTIONS FOR 'TRY IT': Combine the sentences in A and B by combining ADVERBS or groups of words (phrases) used as ADVERBS. Bigfoot has underlined the ADVERBS.

A. Victor reads quickly. He reads skillfully. ______________________.

B. John runs around the track. He runs through the field. __________
__________________________.

DIRECTIONS FOR 'WRITE IT': Combine the sentences in 1-6 by combining ADVERBS or groups of words (phrases) used as ADVERBS.

1. The children ate quickly. The children ate noisily. _______________.
2. The waves crashed loudly. The waves crashed onto the shore. _____________________________. Notice the combined sentence does not need and.
3. Maria walked quietly. She walked steadily. ______________________.
4. The mouse ran quickly. He ran into his hole. ____________________. Notice the combined sentence does not need and.
5. The girls whispered loudly. They whispered rudely. _______________.
6. Arnold worked skillfully. He worked throughout the year. _________ ______________. Notice the combined sentence does not need and.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

'WRITE IT' CORRECTING BANK

PRACTICE A:

1. Tom and Dena fished Saturday.
2. Tom and Dena fish every weekend.
3. Mark and Susan have a cold.
4. Cars and trucks speed along Elkhorn Blvd.
5. Cars and trucks raced along the freeway.
6. The girl and her mother have pretty red hair.

PRACTICE B:

1. The crowd applauded and began to cheer.
2. Clyde listens carefully and knows how to work his math problems.
3. The dog laid down by the fire and went to sleep.
4. June knows writing is important and enjoys learning step by step.
5. Carl bought a new book and enjoyed reading it.
6. John and I ran three miles and felt tired.

PRACTICE C:

1. The exciting game was close. OR The game was close and exciting.
2. The tired man finished the race.
3. The long lesson is difficult. OR The lesson is difficult and long.
4. The man fell into the deep hole.
5. The wind was stronger and colder.
6. My older brother plays basketball.
7. The oily liquid spilled on the clean floor.
8. The jet boat raced over the glassy water.

PRACTICE D:

1. The children ate quickly and noisily.
2. The waves crashed loudly onto the shore.
3. Maria walked quietly and steadily.
4. The mouse ran quickly into his hole.
5. The girls whispered loudly and rudely.
6. Arnold worked skillfully throughout the year.

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

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Level 5
Series 6
Practice: Mastery Test

COMBINING SUBJECTS, PREDICATES, ADJECTIVES, AND ADVERBS

- Read the directions and write your sentences on a separate paper.
- Combine the sentences in 1-5. Above each sentence write whether you are combining SUBJECTS, PREDICATES, ADVERBS, or combining/moving ADJECTIVES to one sentence. Labeling should be easy since it is done for you.

Combined Subjects

FOR EXAMPLE: John is cold. Ned is cold. *John and Ned are cold.*

1. Combine Subjects: *Combined Subjects*

   Mark has a cold. Susan has a cold. ______________________.

2. Combine Predicates: *Combined Predicates*

   The crowd applauded. The crowd began to cheer. ______________.

3. Combine or move Adjectives: *Combined or Moved Adjectives*

   The liquid spilled on the floor. The liquid was oily. The floor was clean. ______________________.

4. Combine Adverbs: *Combined Adverbs*

   Maria walked quietly. She walked steadily. ________________.

5. Combine Adverbs: *Combined Adverbs*

   Arnold worked skillfully. He worked throughout the year. ________________________________.

Building Writing Competency

COMBINING SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write COMPOUND SENTENCES. We will write COMPOUND SENTENCES by combining two similar sentences.

STUDY IT

STUDY CHART

Two separate sentences with ideas that go together (with ideas that are related) can be combined by using connecting words.

The rain began. We ran to our classroom.

The rain began, and we ran to our classroom.

We have combined two simple sentences into one COMPOUND SENTENCE. We can use joining words such as and, but, or to connect the related sentences. Words such as and, but, or are called CONJUNCTIONS.

We use a comma before the conjunctions and, but, or.

We use these CONJUNCTIONS to combine only two simple sentences. Using and, but, or to connect three simple sentences would make an AND-AND- RUN-ON.

The rain began, and we ran to the classroom, and we all got wet.

We have written an AND-AND RUN-ON. Bigfoot does not like run-ons.

To make our lesson easier, we will use only the conjunction AND in our lesson today.

REVIEW IT

1. Two separate sentences with ideas that go together (with ideas that are related) can be ________ by using connecting words.
2. We can use joining words such as ___, ____, __ to connect the related sentences.
3. Words such as and, but, or are called __________.
4. We use these CONJUNCTIONS to combine only ___ simple sentences.
5. Using and, but, or to connect three simple sentences would make an AND-AND _______.
6. "The rain began, and we ran to the classroom, and we all got wet" is an AND-AND ________.
7. Bigfoot does not like ___ ___.

Building Writing Competency

PRACTICE PAGE

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Level 5
Series 7
Practice A

INFORMATION CAVE

We can use AND to join related sentences and write a COMPOUND SENTENCE.

We will use AND as the conjunction, and we will use a comma before the conjunction word.

EXTRA TIP: A. I closed the door. We felt safe.

I closed the door, and we felt safe.

DIRECTIONS FOR 'TRY IT': On your separate paper, write a COMPOUND SENTENCE by combining the set of sentences below.

A. I closed the door. We felt safe. ______________________.

DIRECTIONS FOR 'WRITE IT': On your separate paper write COMPOUND SENTENCES using the sentences below.

1. Harry won a prize. He felt proud. ______________________.
2. I ran over a nail. My tire went flat. ______________________.
3. I turned on the television. We watched my favorite program. ______ ______________________.
4. We got into the boat. We rowed across the lake. ______________________.
5. The lunch bell rang. We went to the cafeteria. ______________________.
6. She cleaned the kitchen. I swept the floor. ______________________.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

COMBINING SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write COMPOUND SENTENCES. We will write COMPOUND SENTENCES by using the conjunctions and, but, or.

STUDY IT

STUDY CHART

Two similar sentences can be combined and written as a COMPOUND SENTENCE. The two parts of a COMPOUND SENTENCE are joined by connecting words and, but, or in these lessons. The connecting words are called conjunctions.

The clouds came over. It did not rain.
The clouds came over, but it did not rain.

Conjunctions have different meanings, and sometimes only one of them will make sense in a sentence. Would and or or make sense in the sentence above?

When we use a conjunction to write a compound sentence, we signal how the ideas are related.

AND signals that another idea is to be added.

BUT signals a different thought (contrast).

OR signals choice.

COMPOUND SENTENCES are still another way to make your writing clearer and more interesting.

REVIEW IT

1. Two similar sentences can be joined and written as a _______ _________.
2. The two parts of a COMPOUND SENTENCE are joined by connecting words ___, ___, __ in these lessons.
3. The connecting words are called _____________.
4. Conjunctions have _________meanings.
5. Sometimes only ___of them will make sense in a sentence.
6. Would and or or make sense in the sentence The clouds came over, ____ it did not rain. ?
7. When we use a conjunction to write a compound sentence, we ______ how the ideas are related.
8. COMPOUND SENTENCES are still another way to make your writing ______ and ____ _________.

Building Writing Competency

PRACTICE PAGE

Page 64
Level 5
Series 7
Practice B

INFORMATION CAVE

We can use conjunctions to write Compound Sentences and signal how the two ideas are related. Today we will write using and, but, or conjunctions.

It was raining, and we ran to the classroom.
It was raining, but we finished our game.

Notice that the different conjunctions help make the two ideas clearer by showing the way they relate.

EXTRA TIP: She ran fast. She won the race.
A. *She ran fast, and she won the race.*

DIRECTIONS FOR 'TRY IT': On your separate paper, write COMPOUND SENTENCES by combining the sets of sentences below. Use a conjunction that shows the clearest way to write the COMPOUND SENTENCE.

CONJUNCTION LIST: and - but - or

A. She ran fast. She won the race.
B. She ran fast. John ran faster.

DIRECTIONS FOR 'WRITE IT': On your separate paper, write COMPOUND SENTENCES by combining the sets of sentences below. Use a conjunction from the CONJUNCTION LIST that shows the clearest way to write the COMPOUND SENTENCE.

CONJUNCTION LIST: and - but - or

1. The fire is out. The room is cold. ______________________.
2. The fire is out. The room is still warm. ______________________.
3. I will light the fire. The room will get cold. ______________________.
4. I ran over a nail. My tire is flat. ______________________.
5. I ran over a nail. My tire is not flat. ______________________.
6. The tire is fixed. I am ready for a long ride. ______________________.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

COMBINING SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write COMPOUND SENTENCES.

We will practice writing COMPOUND SENTENCES by combining sentences that relate. We will pick conjunctions that help signal the way the sentences relate.

STUDY IT

STUDY CHART

Sentences that relate are sentences with ideas that go together.

The clouds came over. It started to rain. The ideas in these two sentences are related. The ideas go together.

If we use a conjunction and write the two sentences as a COMPOUND SENTENCE, we help signal how the ideas are related.

The conjunction AND signals that another idea is added to the first idea.

The fire is out, and it is cold.

The conjunction BUT signals that the next idea will be related, but in an unusual way. We say that but shows contrast.

The clouds came over, but it did not rain.

The conjunction OR signals a choice.

John will fix his bike, or he will walk to school.

REVIEW IT

1. Sentences that relate are sentences with ____ ___ __ _______.
2. When we use a conjunction to write two related sentences as a COMPOUND SENTENCE, we help _____ ___ the ideas are related.
3. The conjunction AND signals that another idea is _____ to the first idea.
4. The conjunction BUT signals that an idea is related, but in an ______ way.
5. We say that BUT shows ________.
6. The conjunction OR signals a _______.

Building Writing Competency

PRACTICE PAGE

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Level 5
Series 7
Practice C

INFORMATION CAVE

Conjunctions help signal how the two ideas in a COMPOUND SENTENCE are related.

We can find a sentence in a SENTENCE BANK that will relate to another sentence and conjunction. Then we can write them together as a COMPOUND SENTENCE.

SENTENCE BANK: It is cold. I was not frightened.

EXTRA TIP: The fire is out, and __ __ ____.
A. *The fire is out, and it is cold.*
I heard a noise, but _ ___ ___ _________.
B. *I heard a noise, but I was not frightened.*

DIRECTIONS FOR 'TRY IT': Find a sentence in the SENTENCE BANK that relates to the sentence and conjunction in A and B. Write them together on your separate paper as a COMPOUND SENTENCE.

SENTENCE BANK: It is cold. I was not frightened.

A. The fire is out, and __ __ _____.
B. I heard a noise, but _ ___ ___ ___________.

DIRECTIONS FOR 'WRITE IT': Find a sentence in the SENTENCE BANK that relates to one of the sentences and conjunctions in 1-6. Write them together on your separate paper as a COMPOUND SENTENCE.

SENTENCE BANK: His friends were proud of him. - The air felt warm. The dog will get out. - The saucer is broken. - It was filled with water. - Harold rowed across the lake.

1. It was cloudy, but ___ ___ _____ ______.
2. Harry won a prize, and ___ _____ ____ _____ __ ____.
3. The cup is here, but ___ _______ __ ______.
4. We must close the gate, or ___ ____ ____ ___ ____.
5. We hurried to the boat, and ______ _____ _______ ___ ____.
6. We hurried to the boat, but __ ___ _______ ____ _____.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

COMBINING SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write COMPOUND SENTENCES. We will practice writing conjunctions that best express how the two ideas relate in a COMPOUND SENTENCE.

STUDY IT

STUDY CHART

COMPOUND SENTENCES are the way to make our writing clearer.

As you learn other ways to write clearer sentences, you will see that you will need to write different kinds of sentences to express different ideas. You will learn also that writing a string of COMPOUND SENTENCES would be hard to write and boring to read. Kinds of sentences should be mixed because they are easier to read. Different ideas need different sentences if they are to be expressed clearly.

When two related sentences are changed into a COMPOUND SENTENCE, they are called CLAUSES.

REMEMBER: AND signals that another idea is to be added.
BUT signals a different thought (contrast).
OR signals choice.

REVIEW IT

1. The conjunction AND signals that another idea is to be _______.
2. The conjunction BUT signals a different _________ (contrast).
3. The conjunction OR signals _____.
4. When two related sentences are changed into a COMPOUND SENTENCE, they are called _________.
5. COMPOUND SENTENCES make your writing ________.
6. You need to write different kinds of sentences to express ______ideas.
7. A string of COMPOUND SENTENCES would be hard to _____ and boring to read.
8. Kinds of sentences should be ______.
9. Different ideas need _________sentences if they are to be expressed clearly.

Building Writing Competency

PRACTICE PAGE

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Level 5
Series 7
Practice D

INFORMATION CAVE

We will practice writing COMPOUND SENTENCES by matching two related sentences, just as we did yesterday. Today, you will pick the conjunction that best signals the way the two sentences relate. When two sentences are changed to a COMPOUND SENTENCE, they are called CLAUSES.

SENTENCE BANK: My dog barked. - He will not bite.

I heard a sound ______________. My dog sounds mean ______________.

EXTRA TIP: A. *I heard a sound, and my dog barked.*
B. *My dog sounds mean, but he will not bite.*

DIRECTIONS FOR 'TRY IT': Find the sentence in the sentence bank below that will relate to A and B. Pick the conjunction that best signals the way the two sentences relate. Write the COMPOUND SENTENCES on your separate paper.

SENTENCE BANK: My dog barked. - He will not bite.

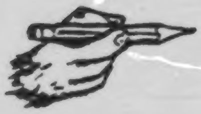
A. I heard a sound ______________. (Use and, but, or or)
B. My dog sounds mean ______________. (Use and, but, or or)

DIRECTIONS FOR 'WRITE IT': Find one sentence in the sentence bank below that relates to a sentence in 1-6. Pick the conjunction that best signals the way the two sentences relate. Write the COMPOUND SENTENCE on your separate paper.

SENTENCE BANK: They get along well. - The dog will not sleep in it. - He sleeps by the door. - My dog is more fun. - Our cat loved it. - He liked being in the tub.

1. We built a dog house ______________________.
2. My dog sleeps under my bed ______________________.
3. I gave my dog a bath ______________________.
4. Cats are fun ______________________.
5. We bought a new kind of cat food ______________________.
6. Our cat and dog like each other ______________________.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.



'WRITE IT' CORRECTING BANK

PRACTICE A:

1. Harry won a prize, and he felt proud.
2. I ran over a nail, and my tire went flat.
3. I turned on the television, and we watched my favorite program.
4. We got into the boat, and we rowed across the lake.
5. The lunch bell rang, and we went to the cafeteria.
6. She cleaned the kitchen, and I swept the floor.

PRACTICE B:

1. The fire is out, and the room is cold.
2. The fire is out, but the room is still warm.
3. I will light the fire, or the room will get cold.
4. I ran over a nail, and my tire is flat.
5. I ran over a nail, but my tire is not flat.
6. The tire is fixed, and I am ready for a long ride.

PRACTICE C:

1. It was cloudy, but the air felt warm.
2. Harry won a prize, and his friends were proud of him.
3. The cup is here, but the saucer is broken.
4. We must close the gate, or the dog will get out.
5. We hurried to the boat, and Harold rowed across the lake.
6. We hurried to the boat, but it was filled with water.

PRACTICE D:

1. We built a dog house, but the dog will not sleep in it.
2. My dog sleeps under my bed, or he sleeps by the door.
3. I gave my dog a bath, and he liked being in the tub.
4. Cats are fun, but my dog is more fun.
5. We bought a new kind of cat food, and our cat loved it.
6. Our cat and dog like each other, and they get along well.

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

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Series 7
Practice: Mastery Test

COMPOUND SENTENCES

Read the directions and write your sentences on a separate paper.

Write COMPOUND SENTENCES by combining the sets of sentences below. Use a conjunction from the CONJUNCTION LIST that shows the clearest way to write the COMPOUND SENTENCE.

CONJUNCTION LIST: and - but - or

1. The fire is out. The room is cold.
2. The fire is out. The room is still warm.

Find a sentence in the SENTENCE BANK that relates to one of the sentences and conjunction in numbers 3 and 4. Write them together on your separate paper as COMPOUND SENTENCES.

SENTENCE BANK: The air felt warm. - The dog will get out.

3. It was cloudy, but
4. We must close the gate, or

Find one sentence in the SENTENCE BANK below that relates to a sentence in numbers 5 and 6. Pick the conjunction that best signals the way the two sentences relate. Write the COMPOUND SENTENCE on your separate paper.

SENTENCE BANK: The dog will not sleep in it. - He sleeps by the door.

5. We built a dog house ______________________.
6. My dog sleeps under my bed ____________________.

COMBINING SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write COMPLEX SENTENCES. We will use the conjunctions when, after, if, and because to write two ideas in one sentence.

STUDY IT

STUDY CHART

We will take another step in learning ways to join two ideas in one sentence. Last week, we combined related sentences using the conjunctions and, but, or.

This week we will use the conjunctions when, after, if, and because to SIGNAL even more information about how the combined sentences are related.

Mike was home alone. The storm began.
Mike was home alone WHEN the storm began.

Notice how the conjunction WHEN signals clearly how the two thoughts are related. When the two sentences are combined into one sentence, they are called CLAUSES.
Conjunctions such as when, after, if, and because can be used in a way that gives you special signal power. When using these conjunctions, the combined sentence parts (clauses) can be reversed (the order can be changed).

Mike was home alone WHEN the storm began. (no comma)
WHEN the storm began, Mike was home alone. (comma)

REVIEW IT

1. We will take another step in learning ways to _____ two ideas into one sentence.
2. Last week, we combined related sentences using the conjunctions _____, _____, _____.
3. This week we will use the conjunctions _____, _____, __, and _____ to signal even more information about how the combined sentences are _____.
4. Conjunctions such as _____, _____, __, and _______ can be used in a way that gives you special _________ power.
5. When the two sentences are combined into one sentence, they are called _________.
6. When using these conjunctions, the combined sentence parts can be ________ (the order can be changed).

Building Writing Competency

PRACTICE PAGE

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Level 5
Series 8
Practice A

INFORMATION CAVE

We will use the conjunctions when, after, if, and because to write two ideas in one sentence.

EXTRA TIP: Mike was home alone. The storm began.

A. *Mike was home alone when the storm began.*

(First, we write the two ideas in one sentence using a conjunction.)

B. *When the storm began, Mike was home alone.*

(Then we invert. We only use a comma when the conjunction sentence part is at the beginning of the sentence.)

DIRECTIONS FOR 'TRY IT: Pick a conjunction from the CONJUNCTION BANK below that can be used to write the two ideas into one sentence. Write the one sentence on your separate paper. Then invert (change the order of) the two sentence parts (clauses).

CONJUNCTION BANK: when - after - if - because

Mike was home alone. The storm began.

A. ________________________________.

B. ______________ ________________.

DIRECTIONS FOR 'WRITE IT': Pick a conjunction from the CONJUNCTION BANK below that can be used to write the two ideas into one sentence. Write the one sentence on your separate paper. Then invert (change the order of) the two sentence parts (clauses).

CONJUNCTION BANK: when - after - if - because

Her feet hurt. The shoes were too small.

1. ________________________________.
2. ______________ ________________.

We will swim. It is warm enough.

3. ________________________________.
4. ______________ ________________.

James passed the test. He tried for the third time.

5. ________________________________.
6. ______________ ________________.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

COMBINING SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write COMPLEX SENTENCES. We will use the conjunctions when, after, if, and because to write two ideas in one sentence.

STUDY IT

STUDY CHART

We can use the conjunction when, after, if, or because to join two ideas into one sentence. Once the sentences are combined into one sentence, they are called CLAUSES.

Ben made a sandwich. He was hungry. Ben made a sandwich because he was hungry.

We have written a COMPLEX SENTENCE. A COMPLEX SENTENCE has two clauses that relate (go together), but one of the clauses cannot stand alone. It depends on the other idea. ...because he was hungry cannot stand alone. Conjunctions such as when, after, if, and because make the clause they are used with depend on the other clause in the sentence.

REMEMBER: We can invert (change the order of) the parts of sentences that use conjunctions such as: when, after, if, and because.

Because he was hungry, Ben made a sandwich. Use a comma when the clause with the conjunction begins the sentence.

REVIEW IT

1. We can use the conjunction when, after, if, or because to join ____ ideas into ___ sentence.
2. Ben made a sandwich because he was hungry. We have written a ________ ________.
3. A COMPLEX SENTENCE has two clauses that relate (__ ________) but one of the clauses cannot _______ ________. It _______ on the other idea.
4. ....because he was hungry cannot _____ _______.
5. Conjunctions such as when, after, if, and because make the clause they are used with _______ on the other clause in the sentence.
6. We can invert (_____ ___ _____ __) the clauses of sentences that use conjunctions such as when, after, if, and because .
7. Invert: Ben made a sandwich because he was hungry.
8. Use a comma when the clause with the conjunction _______ the sentence.

Building Writing Competency

PRACTICE PAGE

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Level 5
Series 8
Practice B

INFORMATION CAVE

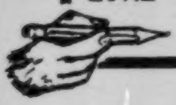
When we compare the two clauses of a COMPLEX SENTENCE, we can see that one clause cannot stand alone. The clause with the conjunction must be joined to the other clause:

I will wash the dishes
if you make the beds

We can write the correct COMPLEX SENTENCE. Then we can invert the part with the conjunction. Be sure to use a comma when the clause with the conjunction begins the sentence.

LIKE THIS: A. *I will wash the dishes if you make the beds.*

B. *If you make the beds, I will wash the dishes.*



DIRECTIONS FOR 'TRY IT': Join the sentence clause that cannot stand alone to the other clause and write the COMPLEX SENTENCE on your separate paper. Then invert the clauses and write another COMPLEX SENTENCE.

I will wash the dishes
if you make the beds.

A. ____.
B. ____.

DIRECTIONS FOR 'WRITE IT': Join the sentence clause that cannot stand alone to the other sentence clause and write the COMPLEX SENTENCE on your separate paper. Then invert the sentence clauses and write another COMPLEX SENTENCE.

The boy hurt his knee
when he fell down.

1. ____.
2. ____.

I was late for school
because my clock stopped.

3. ____.
4. ____.

The television worked fine
after it was repaired

5. ____.
6. ____.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

COMBINING SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write COMPLEX SENTENCES.

We will write COMPLEX SENTENCES by making up our own subjects and predicates to form the clause that cannot stand alone.

STUDY IT

STUDY CHART

Just as in a COMPOUND SENTENCE, each clause of a COMPLEX SENTENCE has a subject and predicate. The clause with the conjunction such as when, after, if, and because cannot stand alone.

We built a fire after we set up our tent. The clause we built a fire has a subject (we) and a predicate (built a fire).

The clause after we set up our tent has a subject (we) and a predicate (set up our tent). The clause after we set up our tent cannot stand alone.

REMEMBER: A subject tells which person or what thing. A predicate tells what is said about the subject, what the subject does, did, is, or has.

Using different kinds of sentences will help make your writing clearer and more interesting. The COMPLEX SENTENCE is a powerful writing tool because it SIGNALS more information about how ideas relate.

REVIEW IT

1. Just as in a COMPOUND SENTENCE, each clause of a COMPLEX SENTENCE has a _______ and a __________.
2. The part with conjunctions such as when, after, if, and because cannot _______ _______.
3. In the clause We built a fire, ___ is the subject and _____ _ ____ is the predicate.
4. In the clause after we set up our tent, ___ is the subject and ___ __ _____ is the predicate.
5. The clause after we set up our tent cannot ______ _____.
6. The subject tells _____ _______ or _____ _____.
7. A predicate tells what is _____ about the subject, what the subject ____, ___, __, or ___.

BIGFOOT SPECIAL QUESTIONS:

In a COMPOUND SENTENCE and COMPLEX SENTENCE, each part is called a _______.
If a sentence part is called a clause, it must have a ______ and a _______.
In a COMPLEX SENTENCE one ______ cannot stand alone.
The clause that cannot stand alone is the one with the __________.

INFORMATION CAVE

We can use what we know about subjects and predicates to make up one of the clauses of a COMPLEX SENTENCE.

LIKE THIS: We put more wood on the fire because ....

To write the other clause that is needed we need a subject: it

and a predicate to tell what the subject does, did, is, or has:

was cold   started to go out

EXTRA TIP: A. *We put more wood on the fire because it was cold.*
OR *We put more wood on the fire because it started to go out.*

DIRECTIONS FOR 'TRY IT': Think of a subject and predicate that would make a good clause to go with each clause below. Write the COMPLEX SENTENCE on your separate paper. Use capitals, correct punctuation, and correct spelling.

We put more wood on the fire because . . . .
A. ____.

We went fishing after . . . .
B. ______________________________.

DIRECTIONS FOR 'WRITE IT': Think of a subject and predicate that would make a good clause to go with each clause below. Write the COMPLEX SENTENCE on your separate paper. Use capitals, correct punctuation, and correct spelling.

We will catch fish if . . . .
1. ______________________________

We cooked the fish when . . . .
2. ______________________________

The fish tasted good because . . . . .
3. ______________________________

We put out the fire when . . . .
4. ______________________________

We sat around the campfire after . . . . . .
5. ______________________________

We cleaned up our camp when . . . .
6. ______________________________

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

COMBINING SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write COMPLEX SENTENCES.

We will write COMPLEX SENTENCES using our own subjects and predicates to make up one of the clauses.

STUDY IT

STUDY CHART

A COMPLEX SENTENCE has two clauses.

If I get home in time, I will ride my bike.

The clause that starts with when, after, if, or because cannot stand alone. Even though the clause If I get home in time has a subject and predicate, the conjunction IF means that another clause is needed.

You will learn in later lessons that certain words have different forms. Some of these conjunctions might make sense used in other ways than to connect clauses.

After the storm ended, we dried our clothes.
After the storm, we dried our clothes.

After the storm does not have a predicate, so it cannot be used as a clause to write a sentence. Because we want to use AFTER as a conjunction to join two clauses, we must use both a subject and a predicate in each clause.

REVIEW IT

1. A COMPLEX SENTENCE has two ________.
2. A clause that begins with conjunctions such as when, after, if, and because cannot _______ ________.
3. Even though the clause If I get home in time has a subject and predicate, the conjunction _____ means that another clause is needed.
4. Some of these conjunctions might make sense used in other ways than to connect _________.
5. After the storm does not have a predicate, so it cannot be used as c ______ to write a sentence.
6. Today we are using AFTER as a conjunction to join ______.
7. Each of your clauses must have both a ______ and a _________.

Building Writing Competency

PRACTICE PAGE

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Series 8
Practice D

INFORMATION CAVE

We can use what we know about subjects and predicates to make up one of the clauses in a COMPLEX SENTENCE.

LIKE THIS: When the rain started

To write the other clause that is needed we need a subject: I - The wind ... And a predicate: ran home - blew harder

Make sure that you have a which person/what thing subject and a predicate that tells what the subject does, did, is, or has.

EXTRA TIP: A. *When the rain started, I ran home.* OR
When the rain started, the wind blew harder.

DIRECTIONS FOR 'TRY IT': Think of a subject and predicate that would make sense when used with the clause below. Write the COMPLEX SENTENCE on your separate paper. Use capitals, correct punctuation, and correct spelling.

A. When the rain started, ...
____________________________________.

B. Because John had a cold, ...
_____________________________________.

DIRECTIONS FOR 'WRITE IT': Think of a subject and predicate that would make sense when used with the clause below. Write the COMPLEX SENTENCE on your separate paper. Use capitals, correct punctuation, and correct spelling.

1. After the storm ended, _____________________.
2. If the rain stops, __________________________.
3. When I finished my homework, _________________.
4. After I am over my cold, ____________________.
5. When school is out, ________________________.
6. Because I lost my book, _____________________.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

'WRITE IT' CORRECTING BANK

PRACTICE A:

1. Her feet hurt because the shoes were too small.
2. Because the shoes were too small, her feet hurt.
3. We will swim if it is warm enough. (When could also be used.)
4. If it is warm enough, we will swim. (When could also be used.)
5. James passed the test after he tried for the third time.
6. After he tried for the third time, James passed the test.

PRACTICE B:

1. The boy hurt his knee when he fell down.
2. When he fell down, the boy hurt his knee.
3. I was late for school because my clock stopped.
4. Because my clock stopped, I was late for school.
5. The television worked fine after it was repaired.
6. After it was repaired, the television worked fine.

PRACTICE C: (ACCEPT ANY SUBJECT AND PREDICATE THAT MAKES SENSE.)

1. We will catch fish if ___(subject) and (predicate)___.
2. We cooked the fish when ___(subject) and (predicate)___.
3. The fish tasted good because ___(subject) and (predicate)___.
4. We put out the fire when ___(subject) and (predicate)___.
5. We sat around the campfire after ___(subject) and (predicate)___.
6. We cleaned up our camp when ___(subject) and (predicate)___.

PRACTICE D: (ACCEPT ANY SUBJECT AND PREDICATE THAT MAKES SENSE.)

1. After the storm ended, ___(subject) and (predicate)___ .
2. If the rain stops, (subject) and (predicate)___.
3. When I finished my homework, ___(subject) and (predicate)___.
4. After I am over my cold, ___(subject) and (predicate)___.
5. When school is out, (subject) and (predicate)___.
6. Because I lost my book, (subject) and (predicate)___.

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

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Practice: Mastery Test

COMPLEX SENTENCES

Read the directions and write your sentences on a separate paper.

Join the clause that cannot stand alone to the other clause and write a COMPLEX SENTENCE on your separate paper. Then invert the clauses and write another COMPLEX SENTENCE.

The boy hurt his knee
when he fell down

1. __ ___ ____ ___ ____ ____ __ ____ ____
2. ____ __ ____ ____, ___ ___ ____ ___ ____

Think of a subject and predicate that would make a good clause to go with each clause below. Write the COMPLEX SENTENCE on your separate paper. Use capitals, correct punctuation, and correct spelling.

3. We will catch fish if . . . .
4. We cooked the fish when . . . .

Think of a subject and predicate that would make sense when used with the clauses below. Write the COMPLEX SENTENCE on your separate paper. You are expected to spell words correctly if they are on this paper or if they have been used in your spelling lesson. If the teacher or the person who checks your paper finds a misspelled word from this paper or from your spelling lesson, your sentence will not be correct.

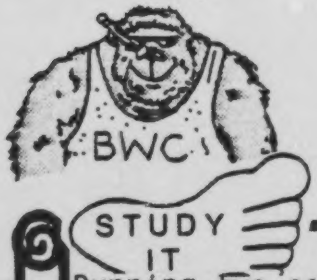
5. After the storm ended, ...
6. If the rain stops, ...

CORRECTING RUN-ONS - STUDY PAGE

OBJECTIVE

Step by step, we will learn to correct run-ons.

We will review correcting two sentence run-ons by finding the separate sentences and writing them correctly.



STUDY CHART

Running two sentences together is the sentence error most often made by elementary school students.

John is running fast he may win the race.

We have written a RUN-ON. We can correct RUN-ONS by finding the two simple sentences and writing them correctly.

John is running fast. He may win the race.

Another way to correct a RUN-ON is to combine the sentences into a COMPOUND SENTENCE using the conjunctions and, but, or.

John is running fast, and he may win the race.

Today we will practice finding the simple sentences by picking out each subject and predicate.

John is running fast he may win the race.

First Subject:	John
First Predicate:	is running fast
Second Subject:	He
Second Predicate:	may win the race
Correct sentences:	John is running fast. He may win the race.

1. Running two sentences _______ is the sentence error most often made by elementary school students.
2. We can correct RUN-ONS by finding the ___ _____ sentences and writing them correctly.
3. Another way to correct a RUN-ON is to combine the sentences into a _______ ________ using the conjunctions and, but, or.
4. Today we will practice finding the simple sentences by picking out each ______ and ________.
5. Find each subject and predicate in this RUN-ON: The Venus's-flytrap is a plant it catches insects.

Building Writing Competency

PRACTICE PAGE

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Series 9
Practice A

INFORMATION CAVE

We can correct two sentence run-ons by using what we know about subjects and predicates to pick out the separate sentences.

LIKE THIS: RUN-ON The Venus's-flytrap is a plant it catches insects.

A. First Subject: *The Venus's- flytrap*
First Predicate: *is a plant*
B. Second Subject: *It*
Second Predicate: *catches insects*
C. Correct sentences: *The Venus's-flytrap is a plant.*
It catches insects.

DIRECTIONS FOR 'TRY IT': Choose the first subject and predicate and write them on your separate paper. Then choose the second subject and predicate and write them on your paper. Finally, write the separate sentences correctly.

RUN-ON: The Venus's-flytrap is a plant it catches insects.

A. First Subject: ________________
First Predicate: ________________
B. Second Subject: ________________
Second Predicate: ________________
C. Correct sentences: ______________________. ______________________.

DIRECTIONS FOR 'WRITE IT': Choose the first subject and predicate and write them on your separate paper. Then choose the second subject and predicate and write them on your paper. Finally, write the separate sentences correctly.

RUN-ON: A hummingbird is three inches long it weighs less than a penny.

1. First Subject: ________________
First Predicate: ________________
2. Second Subject: ________________
Second Predicate: ________________
3. Correct sentences: ____________________. __________________________.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

CORRECTING RUN-ONS - STUDY PAGE

OBJECTIVE

Step by step, we will learn to correct run-ons. We will use what we have learned about subjects, predicates, and joining words (conjunctions) to correct two sentence run-ons.

STUDY IT

STUDY CHART

Yesterday we reviewed correcting run-ons by writing the two sentences separately.

Today we will practice using a conjunction to correct two sentences that are run-together.

IMPORTANT: If you are to use a conjunction between two sentences that are run-together, the ideas in each sentence must be related (go together). When you use a conjunction to correct a run-on, you have made a COMPOUND SENTENCE.

LIKE THIS: RUN-ON The show was over I left.

Both sentences relate or go together, so they can be joined together with a conjunction such as: and, but, or or.

The show was over, and I left. (Remember the comma before the conjunction.)

REVIEW IT

1. Yesterday we reviewed correcting run-ons by writing the two sentences ____________.
2. Today we will practice using a _________ to correct two sentences run-together.
3. To use a conjunction between two sentences that are run-together, the ideas in each sentence must be _______ (go together).
4. You are correcting a run-on by making a _______ sentence.
5. The corrected COMPOUND SENTENCE is: ___ ___ ___ ___, and __ ___.
6. We must put a ____ before the conjunction.

Building Writing Competency

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Series 9
Practice B

PRACTICE PAGE

INFORMATION CAVE

We will use what we know about subjects and predicates to find the separate sentences in a run-on. Then we will use a joining word (conjunction) such as and, but or or to write the two related sentences into one COMPOUND SENTENCE.

LIKE THIS: Run-on The teacher read the directions Tom looked out the window.

A. First Subject and Predicate: *The teacher read the directions*
B. Second Subject and Predicate: *Tom looked out the window*
C. Run-on Corrected: *The teacher read the directions, but Tom looked out the window.*

DIRECTIONS FOR 'TRY IT': Pick the subjects and predicates from the run-on below. Write each subject and predicate on your separate paper. Then join the two sentences from the run-on with one of these conjunctions - and, but, or. Make sure the sentences relate or make sense with the conjunction you choose.

RUN-ON: The teacher read the directions Tom looked out the window.

A. First Subject and Predicate: ______________
B. Second Subject and Predicate: ______________
C. Run-on Corrected: ________________, ____________________.

DIRECTIONS FOR 'WRITE IT': Pick the subjects and predicates from the run-on below. Write each subject and predicate on your separate paper. Then join the two sentences from the run-on with one of these conjunctions - and, but, or. Make sure the sentences relate or make sense with the conjunction you choose.

RUN-ON: Joe likes hot dogs his brother likes hamburgers.

1. First Subject and Predicate: ______________________
2. Second Subject and Predicate: ____________________
3. Run-on Corrected: __________________, __________________.

RUN-ON: We have to close the gate the dog will get out.

4. First Subject and Predicate: ________________________
5. Second Subject and Predicate: ________________________
6. Run-on Corrected: __________________, __________________.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

CORRECTING RUN-ONS - STUDY PAGE

OBJECTIVE

Step by step, we will learn to correct run-ons. We will use what we have learned about subjects, predicates, and joining words (conjunctions) to correct a two sentence run-on.

STUDY IT

STUDY CHART

We have reviewed correcting two sentence run-ons by finding the two sentences and writing them separately.

I cooked the stew it didn't taste good.
I cooked the stew. It didn't taste good.

We have learned that we can correct run-ons with related ideas (ideas that go together) by using the conjunctions _and_, _but_, or _or_.

I cooked the stew, but it didn't taste good.

These conjunctions signal more information about how the two ideas relate.

AND	signals that the next idea is added. I washed the dishes, and Ann swept the floor.
BUT	signals that the next idea is in contrast (as if you used the word _except_). I like soccer, but my brother likes baseball.
OR	signals choice. I can clean my room, or I can leave my door closed.

REVIEW IT

1. We have reviewed correcting two sentence run-ons by finding the two sentences and writing them ____________.
2: We have learned that we can correct run-ons with related ideas (ideas that __ ________) by using the conjunctions ____, _____, or ____.
3. These conjunctions signal more information about ____ the two ideas relate.
4. AND signals that the next idea is ______.
5. BUT signals that the next idea is in contrast (as if you used the word ________).
6. OR signals _______.

Building Writing Competency

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Series 9
Practice C

PRACTICE PAGE

INFORMATION CAVE

We can find and write the separate subjects and predicates in a two sentence run-on. Then we can use the conjunctions and, but or or to join the sentences into one COMPOUND SENTENCE.

Be sure to use the conjunction that best signals how the two thoughts relate. LIKE THIS: Run-on Joe is slow he finishes his work.

A. First Subject and Predicate: *Joe is slow*
B. Second Subject and Predicate: *he finishes his work*
C. Run-on Corrected: *Joe is slow, but he finishes his work.*

DIRECTIONS FOR 'TRY IT': Find and write the subjects and predicates in the run-on below. Then use the best conjunction (and, but, or) to join the sentences into one COMPOUND SENTENCE.

RUN-ON: Joe is slow he finishes his work.

A. First Subject and Predicate: ____________________
B. Second Subject and Predicate: ____________________
C. Run-on Corrected: ______________, ______________.

DIRECTIONS FOR 'WRITE IT': Find and write the subjects and predicates in the run-on below. Then use the best conjunction (and, but, or) to join the sentences into one COMPOUND SENTENCE.

RUN-ON: We were hungry we wanted to eat.

1. First Subject and Predicate: ____________________
2. Second Subject and Predicate: ____________________
3. Run-on Corrected: ______________, ______________.

RUN-ON: I must study for the test I will not pass.

4. First Subject and Predicate: ____________________
5. Second Subject and Predicate: ____________________
6. Run-on Corrected: ______________, ______________.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

CORRECTING RUN-ONS - STUDY PAGE

OBJECTIVE

Step by step, we will learn to correct run-ons. We will review correcting two sentence run-ons by finding the separate sentences and writing them correctly.

STUDY IT

STUDY CHART

Finding run-on sentences in paragraphs is harder than finding them in a two sentence run-on. Today we will correct a paragraph of run-ons by finding each sentence and writing it correctly.

This paragraph was written like this by a student in school:

Cocoa beans are used to make chocolate the United States is the World's largest user of cocoa beans American companies buy almost one-fifth of all the cocoa beans grown West Germany is the second largest user of cocoa beans.

CORRECTED PARAGRAPH:

Cocoa beans are used to make chocolate. The United States is the world's largest user of cocoa beans. American companies buy almost one-fifth of all the cocoa beans grown. West Germany is the second largest user of cocoa beans.

Each correct sentence has a capital at the beginning and a period at the end.

REVIEW IT

1. Finding run-on sentences in paragraphs is _______ than finding them in a two sentence ___-__.
2. Today we will correct a paragraph of ___-__ by finding each sentence and writing it _______.
3. In the first sentence Cocoa beans is the _____ and are used to make chocolate is the __________.
4. In the second sentence The United States is the ________ and is the world's largest user of cocoa beans is the __________.
5. In the third sentence American companies is the ________ and buy almost one-fifth of all the cocoa beans grown is the ___________.
6. In the fourth sentence West Germany is the ________ and is the second largest user of cocoa beans is the ____________.
7. Each sentence has a _______ at the beginning and a ______ at the end.

Building Writing Competency

PRACTICE PAGE

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Series 9
Practice D

INFORMATION CAVE

We can correct run-on sentences in a paragraph. We can use what we know about subjects and predicates to help us locate each complete sentence.

RUN-ON PARAGRAPH:

We learned to write a sentence a sentence needs a subject and predicate it needs a capital at the beginning a sentence also needs a period at the end.

A. Sentence (1) Subject and Predicate: *We learned to write a sentence.*
(2) Subject and Predicate: *A sentence needs a subject and predicate.*
(3) Subject and Predicate: *It needs a capital at the beginning.*
(4) Subject and Predicate: *A sentence also needs a period at the end.*

CORRECTED PARAGRAPH:

We learned to write a sentence. A sentence needs a subject and predicate. It needs a capital at the beginning. A sentence also needs a period at the end.

TRY IT

DIRECTIONS FOR 'TRY IT': Find each subject and predicate in the run-on paragraph below and write them on your separate paper.

RUN-ON PARAGRAPH: We learned to write a sentence a sentence needs a subject and predicate it needs a capital at the beginning a sentence also needs a period at the end.

A. Sentence (1) Subject and Predicate: ____________________
(2) Subject and Predicate: ____________________
(3) Subject and Predicate: ____________________
(4) Subject and Predicate: ____________________

WRITE IT

DIRECTIONS FOR 'WRITE IT': Now write the corrected paragraph. (REMEMBER TO INDENT.) Do not number sentences.

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

'WRITE IT' CORRECTING BANK

PRACTICE A:

1. A hummingbird
   is three inches long
2. he
   weighs less than a penny.
3. A hummingbird is three inches long. It weighs less than a penny.

PRACTICE B:

1. Joe likes hot dogs
2. his brother likes hamburgers.
3. Joe likes hot dogs, but (or and) his brother likes hamburgers.
4. We have to close the gate
5. the dog will get out
6. We have to close the gate, or the dog will get out.

PRACTICE C:

1. We were hungry
2. we wanted to eat
3. We were hungry, and we wanted to eat.
4. I must study for the test
5. I will not pass
6. I must study for the test, or I will not pass.

PRACTICE D:

GIVE 1 POINT FOR INDENTING AND 1 POINT FOR EACH CORRECT SENTENCE.
PERFECT = 5

We learned to write a sentence. A sentence needs a subject and predicate. It needs a capital at the beginning. A sentence also needs a period at the end.

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

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Practice: Mastery Test

CORRECTING RUN-ONS

Read the directions and write your sentences on a separate paper.

Pick out the subjects and predicates from the run-on below. Then write the correct sentences.

RUN-ON: A hummingbird is three inches long he weighs less than a penny.

1. First Subject and Predicate: ____________________
2. Second Subject and Predicate: ____________________
3. Correct Sentences: ____________ . ____________ .

Pick out and write the subjects, predicates, and the separate sentences in the run-on below. Then use the best conjunction (and, but, or) to join the sentences into one COMPOUND SENTENCE. Be sure to punctuate your compound sentence correctly.

RUN-ON: We were hungry we wanted to eat.

4. First Subject and Predicate: ____________________
5. Second Subject and Predicate: ____________________
6. Compound Sentence: ____________ ____________

Write this paragraph correctly.

RUN-ON PARAGRAPH: we went fishing at Folsom Lake Lori caught the first fish it was not big enough to keep she had to throw it back.

Building Writing Competency

CORRECTING RUN-ONS - STUDY PAGE

OBJECTIVE

Step by step, we will learn to correct run-ons. We will use the conjunctions when, after, if, and because to correct run-on sentences.

STUDY IT

STUDY CHART

We have used two ways to correct the two sentence RUN-ON. First we used what we know about subjects and predicates to find and write the two separate sentences correctly.

Next we used the conjunctions and, but, or or to combine the two sentences into one correct sentence.

Today we will use four different conjunctions to combine the sentences in a two sentence run-on into one correct sentence.

We will use the conjunctions when, if, after, and because like this:

Ben made a sandwich he was hungry. Ben made a sandwich because he was hungry.

You will notice the conjunctions when, if, after, and because often show more clearly how the basic sentences relate than do the conjunctions and, but, or or.

REMEMBER: We do not use a comma when when, if, after, and because conjunctions join the sentences.

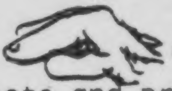
If you join two sentences with when, if, after, or because, you have written a COMPLEX SENTENCE.

REVIEW IT

1. We have used ____ _____ to correct the two sentence run-on.
2. First we used what we know about _______ and _________ to find and write the two separate sentences correctly.
3. Next we used the conjunctions ___, ____, ___ to combine the two sentences into one correct sentence.
4. Today we will use ____ different conjunctions to combine the sentences in a two sentence run-on into one correct sentence.
5. We do not use a ______ when when, if, after, and because conjunctions join the sentences.
6. If you join two sentences with when, if, after, or because you have written a _________ __________.

Building Writing Competency

PRACTICE PAGE



INFORMATION CAVE

We can use what we have learned about subjects and predicates to find the two sentences in a run-on. If the two sentences are related we can combine them using conjunctions when, if, after, or because.

LIKE THIS: Run-on We did not stay long we did not have time.

A. First subject and predicate: *We did not stay long*
B. Second subject and predicate: *we did not have time*
C. Complex sentence: *We did not stay long because we did not have time.*

DIRECTIONS FOR 'TRY IT': Correct the run-on below by finding the first subject and predicate and the second subject and predicate. Then write a complex sentence by using the conjunction (when, after, if, because) that best signals how the two clauses relate.

RUN-ON: We did not stay long we did not have time.

A. First subject and predicate: ______________________
B. Second subject and predicate: ______________________
C. Complex sentence: ______________________________________

DIRECTIONS FOR 'WRITE IT': Correct the run-ons below by finding the first subject and predicate and the second subject and predicate. Then write a complex sentence by using the conjunction (when, after, if, because) that best signals how the two clauses relate.

RUN-ON: Joe is sad Harry didn't stay for dessert.

1. First subject and predicate: ______________________
2. Second subject and predicate: ______________________
3. Complex sentence: ______________________________________

RUN-ON: The workmen went back to work it stopped raining.

4. First subject and predicate: ______________________
5. Second subject and predicate: ______________________
6. Complex sentence: ______________________________________

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

CORRECTING RUN-ONS - STUDY PAGE

OBJECTIVE

Step by step, we will learn to correct run-ons. We will use the conjunctions when, after, if, and because to correct run-on sentences.

STUDY IT

STUDY CHART

We have used a step by step way to correct run-ons. First we found the separate sentences. Next we combined the sentences into a COMPLEX SENTENCE. We learned that when two sentences are combined using conjunctions, they are called CLAUSES.

Today we will not use the first step of finding separate sentences. We will use the conjunctions when, if, after, and because to write a COMPLEX SENTENCE. We will see how the conjunctions signal the different ways that CLAUSES can relate in a COMPLEX SENTENCE.

RUN-ON: She bought a kite she went to the store.

We choose the best conjunction to show more clearly how the CLAUSES relate: She bought a kite when she went to the store.

REMEMBER: We do not use a comma when these conjunctions join the two clauses. When the clause with the conjunction begins the sentence, a comma is used between that clause and the other clause (as in this sentence).

REVIEW IT

1. We have used a step by step way to correct _______.
2. First we found the _____ sentences and then we combined the sentences into a COMPLEX SENTENCE.
3. We learned that when two sentences are combined using conjunctions, they are called ______.
4. Today we will not use the first step of finding ______ sentences.
5. We will use the conjunctions when, if, after, and because to write a _______ ____________.
6. We will see how the conjunctions ________ the different ways that CLAUSES can relate in a COMPLEX SENTENCE.
7. We do not use a ______ when these conjunctions join the two clauses. When the clause with the conjunction ______ the sentence, a comma is used between that clause and the other clause.

Building Writing Competency

PRACTICE PAGE

Page 94
Level 5
Series 10
Practice B

INFORMATION CAVE

We can use the conjunctions when, after, if, or because to correct RUN-ONS. Notice that in today's lesson you might choose more than one of the conjunctions as a signal. When you notice that you could use more than one conjunction, practice thinking about how each conjunction would change the signal.

He will leave the cafeteria if he has finished lunch.
He will leave the cafeteria when he has finished lunch.

EXTRA TIP: RUN-ON Joe will buy vegetable seed he wants to plant a garden.

A. *Joe will buy vegetable seed because he wants to plant a garden.*

DIRECTIONS FOR 'TRY IT': Correct the run-ons below by using when, after, if, or because to write a complex sentence. Notice as you write the complex sentence that these conjunctions show more clearly how the two basic sentences go together (relate).

RUN-ON: Joe will buy vegetable seed he wants to plant a garden.
A. ____________________.
RUN-ON: They took the bus home the game was over.
B. ____________________.

DIRECTIONS FOR 'WRITE IT': Correct the run-ons below by using when, after, if, or because to write complex sentences.

RUN-ON: He waited at the intersection the light was red.
1. ____________________.
RUN-ON: Sheila will go skating Bonnie will go with her.
2. ____________________.
RUN-ON: George rode down the hill John showed him how.
3. ____________________.
RUN-ON: He will leave the library he is finished reading the book.
4. ____________________.
RUN-ON: I woke up at six o'clock the alarm went off.
5. ____________________.
RUN-ON: We rode the bus this morning our car was sick.
6. ____________________.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

CORRECTING RUN-ONS - STUDY PAGE

OBJECTIVE

Step by step, we will learn to correct run-ons. We will use the conjunctions when, after, if, and because to correct run-on sentences. We will then invert (reverse) the clauses.

STUDY IT

STUDY CHART

We have corrected two sentence run-ons by using the conjunctions when, if, after, and because to combine the two run-on sentences into one correct sentence.

REMEMBER: When the two sentences are combined into one sentence, each is called a CLAUSE.

Joe quit he was tired. Joe quit when he was tired.

When we use the conjunctions when, if, after, and because to join clauses, the clauses can be inverted (the order reversed).

Joe quit when he was tired. INVERTED: When he was tired, Joe quit.

Inverting gives the writer a chance to place the conjunction signal at the beginning of a combined sentence or in the middle of a combined sentence. It is still another way to write clear sentences.

If the clause with the conjunction begins the sentence, we use a comma after that clause. When he was tired, Joe quit.

If the clause with the conjunction is the second clause, no comma is used. Joe quit when he was tired.

REVIEW IT

1. We have corrected two sentence run-ons by using the conjunctions ____, __, ____, and ________ to combine the two run-on sentences into one correct sentence.
2. When the two sentences are combined into one sentence, each then is called a ________.
3. When we use the conjunctions when, if, after, and because to join clauses, the clauses can be ________ (the order reversed).
4. Inverting gives the writer a chance to place the conjunction ________ in the beginning of a combined sentence or in the middle of a combined sentence.
5. It is still another way to write ________ sentences.
6. If the clause with the conjunction ________ the sentence, we use a comma after that clause.
7. If the clause with the conjunction is the ________ clause, no comma is used.

INFORMATION CAVE

We can use the conjunctions when, if, after and because to correct two sentence run-ons. Then we can practice using the signaling power of the conjunctions by inverting the clause with the conjunction.

LIKE THIS: Run-on We paid the newspaper boy he came to collect.

A. Complex sentence: *We paid the newspaper boy when he came to collect.*

B. Inverted: *When he came to collect, we paid the newspaper boy.*

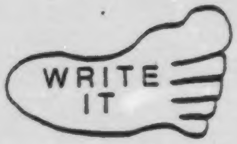
(Use a comma between the clauses only when the clause with the conjunction begins the sentence.)

DIRECTIONS FOR 'TRY IT': Use the conjunctions when, after, if, or because to correct the two sentence run-ons below. Then practice using the signaling power of the conjunction by inverting the clause with the conjunction. Be sure to use a comma only when the clause with the conjunction begins the sentence.

RUN-ON: We paid the newspaper boy he came to collect.

A. Complex sentence: ________________________________

B. Inverted: ________________________________



DIRECTIONS FOR 'WRITE IT': Use the conjunctions when, after, if, or because to correct the two sentence run-ons below. Then practice using the signaling power of the conjunction by inverting the clause with the conjunction. Be sure to use a comma only when the clause with the conjunction begins the sentence.

RUN-ON: I will vacuum the car you will wash the car.

1. Complex sentence: ________________________________
2. Inverted: ________________________________

RUN-ON: He felt badly he forgot the period on his sentence.

3. Complex sentence: ________________________________
4. Inverted: ________________________________

RUN-ON: He would have passed he had remembered the comma.

5. Complex sentence: ________________________________
6. Inverted: ________________________________

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

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Level 5
Series 10
Practice D

CORRECTING RUN-ONS - STUDY PAGE

OBJECTIVE

Step by step, we will learn to correct run-ons. We will use the conjunctions when, after, if, and because to correct run-on sentences. We will then invert (reverse) the clauses.

STUDY IT

STUDY CHART

We are using the conjunctions when, after, if, and because to correct run-ons. These conjunctions signal how the clauses are related when you have written a complex sentence. If more than one conjunction would make sense in the sentence, we can practice using the one that signals what we want to signal.

RUN-ON: We can walk to the lake the snow has melted.

CORRECTED: We can walk to the lake if the snow has melted.
We can walk to the lake after the snow has melted.
We can walk to the lake when the snow has melted.
We can walk to the lake because the snow has melted.

The clauses in sentences connected with these conjunctions can be inverted. This gives us still another signaling tool:

RUN-ON: We couldn't go swimming the pool was closed.

CORRECTED: We couldn't go swimming because the pool was closed.

INVERTED: Because the pool was closed, we couldn't go swimming.

REVIEW IT

1. We are using the conjunctions ____, _____, _, and ______ to correct run-ons.
2. These conjunctions ______ how the clauses are related when you have written a complex sentence.
3. If more than one conjunction would make sense in the sentence, we can practice using the one that ______ what we want to signal.
4. The clauses in sentences connected with these conjunctions can be __________.
5. This gives us still another signaling ____.

Building Writing Competency

PRACTICE PAGE

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Level 5
Series 10
Practice D

INFORMATION CAVE

We can use the conjunctions when, if, after, and because to correct two-sentence run-ons. We will then rewrite the complex sentence by inverting the order of the two clauses. Use a comma between the clauses only when the clause with the conjunction begins the sentence.

LIKE THIS: RUN-ON - We couldn't go swimming the pool was closed.

EXTRA TIP: A. *We couldn't go swimming because the pool was closed.*

B. *Because the pool was closed, we couldn't go swimming.*

DIRECTIONS FOR 'TRY IT': Correct the run-on below by using when, after, if, or because to write a complex sentence. Then invert the clause with the conjunction and write the sentence again. Be sure to use a comma when the clause with the conjunction is at the beginning of the complex sentence.

RUN-ON: We couldn't go swimming the pool was closed.

A. Corrected run-on:

B. Inverted:

DIRECTIONS FOR 'WRITE IT': Correct the run-ons below by using when, after, if, or because to write a complex sentence. Then invert the clause with the conjunction and write the sentence again. Be sure to use a comma when the clause with the conjunction is at the beginning of the complex sentence.

RUN-ON: He stopped working the clock struck five.

1. Corrected run-on:
2. Inverted:

RUN-ON: I will stop nagging you will finish your lesson.

3. Corrected run-on:
4. Inverted:

RUN-ON: We will stop for gas the tank is nearly empty.

5. Corrected run-on:
6. Inverted:

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

'WRITE IT' CORRECTING BANK

NOTE: OFTEN MORE THAN ONE CONJUNCTION CAN BE USED.

PRACTICE A:

1. Joe is sad
2. Harry didn't stay for dessert
3. Joe is sad because Harry didn't stay for dessert.
4. The workmen went back to work
5. it stopped raining.
6. The workmen went back to work when (or after) it stopped raining.

PRACTICE B:

1. He waited at the intersection because the light was red.
2. Sheila will go skating if Bonnie will go with her.
3. George rode down the hill after John showed him how.
4. He will leave the library when he is finished reading the book.
5. I woke up at six o'clock because the alarm went off.
6. We rode the bus this morning because our car was sick.

PRACTICE C:

1. I will vacuum the car if you will wash the car.
2. If you will wash the car, I will vacuum the car.
3. He felt badly because he forgot the period on his sentence.
4. Because he forgot the period on his sentence, he felt badly.
5. He would have passed if he had remembered the comma.
6. If he had remembered the comma, he would have passed.

PRACTICE D:

1. He stopped working when the clock struck five.
2. When the clock struck five, he stopped working.
3. I will stop nagging if you will finish your lesson.
4. If you will finish your lesson, I will stop nagging.
5. We will stop for gas because the tank is nearly empty.
6. Because the tank is nearly empty, we will stop for gas.

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

Page 100
Level 5
Series 10
Practice: Mastery Test

CONJUNCTIONS: WHEN, AFTER,
IF, and
BECAUSE

- Read the directions and write your sentences on a separate paper.
- Correct the run-ons below by using when, if, after, or because to write a complex sentence. Then invert the clause with the conjunction and write the sentence again. Be sure to use a comma when the clause with the conjunction is at the beginning of the complex sentence.

RUN-ON: He stopped working the clock struck five.

1. Corrected run-on:
2. Inverted:

RUN-ON: I will stop nagging you will finish your lesson.

3. Corrected run-on:
4. Inverted:

RUN-ON: We will stop for gas the tank is nearly empty.

5. Corrected run-on:
6. Inverted:

Building Writing Competency

Page 101
Level 5
Series 11
Practice A

ADDING DETAIL - ADJECTIVES - STUDY PAGE

OBJECTIVE

Step by step, we will add detail to sentences. We will add detail to sentences using DESCRIPTIVE ADJECTIVES.

STUDY IT

STUDY CHART

DESCRIPTIVE ADJECTIVES make sentences clearer by telling more about nouns.

A fire burned the forest. A huge fire burned the dry forest.

REMEMBER: DESCRIPTIVE ADJECTIVES tell: color, size, shape, kind, or condition.

huge tells size . . . . . dry tells kind or condition

DESCRIPTIVE ADJECTIVES tell about nouns.

Nouns are words that name persons, places, or things.

Fire: thing noun - forest: thing noun

REVIEW IT

1. DESCRIPTIVE ADJECTIVES make sentences clearer by telling more about _______.
2. DESCRIPTIVE ADJECTIVES tell: ____, _____, ______, ______, or __________.
3. The adjective huge tells the _______of a noun.
4. The adjective dry tells the _____ or _____of a noun.
5. DESCRIPTIVE ADJECTIVES tell about ______.
6. Nouns are words that name _____, _______, or ________.
7. Fire is a ______ noun.
8. Forest is a ________noun.

Building Writing Competency

PRACTICE PAGE

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Level 5
Series 11
Practice A

INFORMATION CAVE

We can learn more about adding detail to sentences by matching DESCRIPTIVE ADJECTIVES to nouns. We can use an adjective list and a noun list to build clear sentences. Like this:

DESCRIPTIVE ADJECTIVE LIST

muddy
sandy
giant
sharp
icy
warm
huge
sad
raging
greasy
angry
towering
crashing
starving

NOUN LIST

river
hand
knife
boys
wind
fire
dog
girls
hamburger
waves
lake
pizza

We will add a descriptive adjective and a noun to each sentence.
The ____ _____ burned the forest. The huge fire burned the forest.

EXTRA TIP: A. *The raging fire burned the forest.*

TRY IT

DIRECTIONS FOR 'TRY IT': Pick an adjective and noun to write a sentence from the words in A and B. Write the sentence on your separate paper. Use the extra tip in the Information Cave if you have trouble getting started. Notice that some adjectives and nouns are in the SUBJECT part of the sentence and some adjectives and nouns are in the PREDICATE part of the sentence.

A. The (adjective - noun) burned the forest. ________________________.

B. The hungry man ate the (adjective - noun). ________________________.

WRITE IT

DIRECTIONS FOR 'WRITE IT': From the lists in the Information Cave, pick an adjective and a noun to write sentences with the words below. Write the sentences on your separate paper. Notice that some adjectives and nouns belong in the subject part of the sentence and some adjectives and nouns belong in the predicate part of the sentence.

1. The ____ ______ blew over the snow. ________________________.
2. The ship sank in the ______ _______. ________________________.
3. The _____ ______ ate the big dinner. ________________________.
4. The boys tease the _____ _______. ________________________.
5. The _____ ______ cut my hand. ________________________.
6. Rainwater ran into the ____ _____. ________________________.

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

ADDING DETAIL - ADJECTIVES - STUDY PAGE

OBJECTIVE

Step by step, we will add detail to sentences. We will use words that help make the meaning of nouns clearer. We will use words that are said to limit or point out nouns.

STUDY IT

STUDY CHART

We can use other words to tell more about nouns.

This test is hard. Some tests are easy. Ten children passed the test.

Words such as this, these, those, that, many, few, some, and the numbers tell about nouns. They are said to point out or limit a noun.

This, that, these, and those point out nouns. This book is funny. I brought that present.

Some, many, few, and numbers limit nouns. Some children did not pass. One apple was green.

These are useful words in writing clear sentences.

REVIEW IT

1. We can use other words to tell about ______.
2. Words such as this, these, those, that, many, few, some, and the numbers tell about _____.
3. These words are said to _____ _____ or ________ a noun.
4. This, that, these, and those ________ _______ nouns.
5. Words such as some, many, few, and numbers ______ nouns.
6. These words are useful in writing _____ sentences.

INFORMATION CAVE

We can write clearer sentences by adding adjectives that limit or point out nouns.

We can select adjectives from POINTING OUT or LIMITING LISTS to make sentences clearer. Like this:

POINTING OUT LIST	LIMITING LIST
this that these those	some many few numbers

___ children passed ___ test. Many children passed this test. OR
Ten children passed that test.

EXTRA TIP: A. *This tank holds many fish. OR That tank holds ten fish.*

DIRECTIONS FOR 'TRY IT': Choose adjectives from the lists in the Information Cave that will make the nouns clearer in the sentences below. Write the sentences on your separate paper. Since you have more than one choice of adjectives, sentences must make sense to be correct.

A. _____ tank holds _____ fish. ____________________________.
B. _____ children passed ____ test. ____________________________.

DIRECTIONS FOR 'WRITE IT': Choose adjectives from the lists in the Information Cave that will make the nouns clearer in the sentences below. Write the sentences on your separate paper. Since you have more than one choice of adjectives, sentences must make sense to be correct.

1. ______ apples have _____ holes. ____________________________.
2. ______ dogs have _______ fleas. ____________________________.
3. ______ story is in ______ books. ____________________________.
4. ______ children ask for ______ paper. ____________________________.
5. ______ roof has ______ leaks. ____________________________.
6. ______ children have _____ toys. ____________________________.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

ADDING DETAIL - ADJECTIVES - STUDY PAGE

OBJECTIVE

Step by step, we will add detail to sentences. We will use adjectives that make sentences more interesting and exact. We will write sentences with adjectives in a different position.

STUDY IT

STUDY CHART

We have been practicing with adjectives that are used in front of the nouns they tell about. Like this: The mean dog bit the old man.

Adjectives can be in another part of a sentence and still tell about a noun. Like this: The dog is mean.

IS is a linking verb. It joins (links) the noun dog with the adjective mean.

Using the linking verb to join nouns with adjectives is still another way to mix the kind of sentences you write. It is better to avoid writing many of the same kind of sentences. Mix your sentences.

Our practice today will help us learn to avoid using overworked adjectives such as nice, good, and bad.

REVIEW IT

1. We have been practicing with adjectives that are used in _____ of the nouns they tell about.
2. Adjectives can be in another ____ of a sentence and still tell about a noun.
3. IS is a ______ verb.
4. It _____ the noun with the _____.
5. Using the linking verb to join nouns with adjectives is still another way to ___ the kind of sentences you write.
6. It is better to avoid writing many of the _____ kind of sentences.
7. Our practice today will help us learn to avoid using overworked adjectives such as ___, ____, and ____.

Building Writing Competency

PRACTICE PAGE

INFORMATION CAVE

You can write a sentence using a linking verb to join the noun with an adjective. Like this: The fast runner... The runner was fast.

You can use this kind of practice to replace an overworked adjective with one that is more interesting and precise: Like this:

The good person ... The person was kind.

ADJECTIVE LIST: crispy - juicy - huge - gigantic - roaring - fierce - pounding - crashing - interesting - fascinating - dangerous - courageous - freezing - faithful - icy - snarling

EXTRA TIP. A. *The nice apple .... The apple was juicy.*
B. *The big whale ..... The whale is huge.*

DIRECTIONS FOR 'TRY IT': Choose a more interesting and precise adjective from the ADJECTIVE LIST in the Information Cave to go with each of the nouns below. Then use one of the linking verbs (is, are, was, were) to join the noun with the adjective you have picked. Write the sentences on your separate paper. Since you have more than one choice of adjectives, your sentences must make sense to be correct.

A. The nice apple ... A. ______________________________.
B. The big whale ... B. ______________________________.

DIRECTIONS FOR 'WRITE IT': Choose a more interesting and precise adjective from the ADJECTIVE LIST in the Information Cave to go with each of the nouns below. Then use one of the linking verbs (is, are, was, were) to join the noun with the adjective you have picked. Write the sentences on your separate paper. Since you have more than one choice of adjectives, your sentences must make sense to be correct.

1. The cold water .... 1. The water is .... ____________.
2. The good story .... 2. The story was .... ____________.
3. The hot fire ..... 3. ______________________________.
4. The mean dog ..... 4. ______________________________.
5. The bad storm .... 5. ______________________________.
6. The nice dog .... 6. ______________________________.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

DESCRIBING ADJECTIVES

COLOR

red
white
green
blue
yellow
brown
orange
purple
gray
black

SHAPE OR SIZE

wide
round
long
square
triangular
giant
huge
small
gigantic
tall
narrow
little
enormous
whole
big
tiny
thick

KIND OR CONDITION

muddy
hungry
pretty
dead
sharp
dry
young
foolish
ugly
windy
hot
icy
rainy
glaring
raging
tired
young
stormy
thirsty
crashing
starving
sandy
towering
sad
angry
greasy
warm
rough
suspicious
fluffy
shiny
stale
ripe
wicked
silly
crowded
howling
handsome
interesting
crispy
juicy
cold
roaring
fierce
pounding
fascinating
snarling
dangerous
courageous
freezing
faithful
heavy
driving
deep
glassy
clear
mirrored
first
great
beautiful
wet
new
wooden
slow
silent
peaceful
worried
joyful
careless
serious
bright
lovable
noisy

LIMITING ADJECTIVES

some
many
few
numbers
each
one
second
fifty
all
first
any
thirteen

POINTING OUT ADJECTIVES

this
that
these
those

Building Writing Competency

ADDING DETAIL - ADJECTIVES - STUDY PAGE

OBJECTIVE

Step by step, we will add detail to sentences. We will add detail to sentences using a special list of adjectives.

STUDY IT

STUDY CHART

We practiced writing with adjectives that describe, limit, or point out nouns.

Now we are ready for a special Adjective List that can be used with this writing lesson and with all writing lessons. Each time you use adjectives from your special list, your memory list will grow. The list is arranged to remind you of the different ways that adjectives add detail. Like this:

Describing Adjectives: for telling color, size, shape, and kind or condition of nouns.

Find the Describing Adjectives on your separate Adjective List. (Turn the page to find the Adjective List.)

Notice the other ways adjectives are labeled on the Adjective List.

REVIEW IT

1. We practiced writing with adjectives that _______, _____, or _______ _____ nouns.
2. Now we are ready for a special _________ ____ that can be used with this writing lesson and with ___ ________ ________.
3. Each time you use the special list, your memory list will _____.
4. The list is arranged to remind you of the different ways that adjectives ___ _______.
5. Describing adjectives tell _____, ____, _____, and kind or condition of ________.

Building Writing Competency

PRACTICE PAGE

Page 108
Level 5
Series 11
Practice D

INFORMATION CAVE

We can use our Special Adjective List to add detail to our sentences.

Like this: The (kind adjective) man fell in the (size adjective) grass.
The young man fell in the tall grass.

The (color adjective) dog ran down the (kind adjective) street.
The brown dog ran down the muddy street.

EXTRA TIP: A. *The young man fell in the tall grass.*

DIRECTIONS FOR 'TRY IT': Choose adjectives from your Special Adjective List to add detail to the sentences below. Write them on your separate paper. Since the words can add detail to more than one sentence, your sentence will be correct if it makes sense.

A. The (kind adjective) man fell in the (size adjective) grass.
______________________________.
B. The (color adjective) dog ran down the (kind adjective) street.
______________________________.

DIRECTIONS FOR 'WRITE IT': Choose an adjective from your Special Adjective List to add detail to the sentences below. Write them on your separate paper. Since the words can add detail to more than one sentence, your sentence will be correct if it makes sense.

1. The (kind adjective) boy stepped on a (color adjective) ant.
______________________________.
2. The (shape adjective) mirror broke into (size adjective) pieces.
______________________________.
3. The (kind adjective) weather caused (size adjective) problems.
______________________________.
4. The (color adjective) ball rolled under the (kind adjective) truck.
______________________________.

NOW IT IS YOUR TURN TO USE ONE ADJECTIVE FOR EACH NOUN.

5. The dog ran down the hallway.
6. The boy jumped into the water.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

'WRITE IT' CORRECTING BANK

PRACTICE A: (Accept all sentences which make sense.)

1. The icy wind blew over the snow.
2. The ship sank in the crashing waves.
3. The starving boys ate the big dinner.
4. The boys tease the angry girls.
5. The sharp knife cut my hand.
6. Rainwater ran into the huge lake.

PRACTICE B: (Accept all sentences which make sense.)

1. These apples have many holes.
2. Those dogs have some fleas.
3. That story is in few books.
4. Many children ask for that paper.
5. This roof has many leaks.
6. Those children have many toys.

PRACTICE C: (Accept any adjective from the list that makes sense.)

1. The water is icy.
2. The story was interesting.
3. The fire was roaring.
4. The dog is snarling.
5. The storm was fierce.
6. The dog is faithful.

PRACTICE D: (Accept all sentences which make sense.)

1. The (kind adjective) boy stepped on a (color adjective) ant.
2. The (shape adjective) mirror broke into (size adjective) pieces.
3. The (kind adjective) weather caused (size adjective) problems.
4. The (color adjective) ball rolled under the (kind adjective) truck.
5. The (adjective) dog ran down the (adjective) hallway.
6. The (adjective) boy jumped into the (adjective) water.

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

Page 110
Level 5
Series 11
Practice: Mastery Test

DESCRIPTIVE ADJECTIVES

Read the directions and write sentences on a separate paper.

Choose a more interesting and precise adjective from the ADJECTIVE LIST to go with each of the nouns below. Then use one of the linking verbs (is, are, was, were) to join the noun with the adjective you have picked.

ADJECTIVE LIST: crispy - juicy - huge - gigantic - roaring - fierce - pounding - crashing - interesting - fascinating - icy - dangerous - courageous - freezing - faithful - snarling

1. The cold water.... The water is ....
2. The good story ....

Pick an adjective from your Special Adjective List to add detail to the sentences below. Since the words can add detail to more than one sentence, your sentence will be correct if it makes sense.

3. The (kind adjective) weather caused (size adjective) problems.
4. The (color adjective) ball rolled under the (kind adjective) truck.

Choose one adjective for each noun below.

5. The dog ran down the hallway.
6. The boy jumped into the water.

Building Writing Competency

Page 111
Level 5
Series 12
Practice A

ADDING DETAIL - ADVERBS - STUDY PAGE

OBJECTIVE

Step by step, we will add detail to sentences.
We will add detail to sentences by using words that describe or tell more about verbs. We will use adverbs to tell about verbs.

STUDY IT

STUDY CHART

We have been using adjectives to tell about nouns. Now we will add detail to sentences by using words that tell more about verbs.

Like this: The ice melted. The ice melted quickly.
Quickly tells about the verb melted. Quickly is an adverb.

ADVERBS usually work with action verbs to tell how, when, or where the action occurs (happens). ADVERBS often end in ly.

Today we will practice with ADVERBS that follow the verb in the sentence. We will practice writing with adverbs that tell how the action occurs (happens). Like this:

LIKE THIS: The lion walked quietly.
The rock band played poorly.
The audience listened angrily.
They left quickly.

REVIEW IT

1. We have been practicing adding detail to sentences using adjectives that tell about ________.
2. We will add detail to sentences by using words that tell more about ____.
3. In the sentence The ice melted quickly, quickly tells about the verb _________.
4. Quicklyis an _______.
5. ADVERBS usually work with action verbs to tell ___, _____, or ______ the action occurs.
6. ADVERBS often end in __.
7. Today we will practice with ADVERBS that _______the verb in the sentence.
8. We will practice writing with adverbs that tell ____ the action occurs.
9. In the sentence The lion walked quietly, quietly tells ____ the lion walked.
10. In the sentence They left quickly, quickly tells ____ they left.

Building Writing Competency

PRACTICE PAGE

INFORMATION CAVE

For our first step, we can select adverbs from the adverb list to tell how action occurs (happens). Like this:

We worked. We worked slowly. We worked carefully.

ADVERB LIST: foolishly - quietly - wearily - patiently - happily - noisily - bravely - slowly - carefully

EXTRA TIP: A. *We worked quietly. OR We worked wearily.*

DIRECTIONS FOR 'TRY IT': Choose a word from the ADVERB LIST in the Information Cave that will tell more about each verb in the sentences below. Write your sentences on your separate paper. Since more than one adverb will tell about each verb, your sentences will be correct as long as they make sense.

A. We worked. ____________________.
B. John waved. ____________________.

DIRECTIONS FOR 'WRITE IT': Choose a word from the ADVERB LIST in the Information Cave that will tell more about each verb in the sentences below. Write your sentences on your separate paper. Since more than one adverb will tell about each verb, your sentences will be correct as long as they make sense.

1. The sea pounded. ____________________________.
2. John worked. ____________________________.
3. The man waited. ____________________________.
4. The baby drank the milk. ____________________________.
5. Bill walked. ____________________________.
6. She jumped. ____________________________.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

Page 113
Level 5
Series 12
Practice B

ADDING DETAIL - ADVERBS - STUDY PAGE

OBJECTIVE

Step by step, we will add detail to sentences by using words that describe or tell more about verbs. We will add detail to sentences by using adverbs in different parts of a sentence.

STUDY IT

STUDY CHART

Yesterday we used ADVERBS that work with verbs to tell how the action occurs (happens). We practiced using adverbs placed directly after the verb. The children ran. The children ran quickly.

Today we will use ADVERBS that tell when the action occurs. We will see that adverbs can be used in different positions within a sentence. They are not always next to the verb they tell about.

LIKE THIS: Yesterday I went to school.
Sometimes we have apple juice with lunch.
They walked home today.

In later lessons, we will see that groups of words can be used as ADVERBS: In the morning, we cooked a big breakfast.
We went swimming in the afternoon.

REVIEW IT

1. Yesterday we used ADVERBS that work with _____ to tell ____ the action occurs (happens).
2. We practiced using adverbs placed ________ _____ __ ____.
3. Today we will use ADVERBS that tell ____ the action occurs.
4. In the sentence Yesterday I went to school, yesterday tells ____ the action occurs.
5. In the sentence They ran home today, today tells ____ the action occurs.

Building Writing Competency

PRACTICE PAGE

INFORMATION CAVE

Adverbs add detail to sentences by working with verbs to tell when action occurs (happens). We can pick adverbs from a list and use them in different parts of sentences to tell when. LIKE THIS:

ADVERB LIST: (When action occurs) yesterday - often - sometimes - finally - today - early - once - frequently

EXTRA TIP: A. (When we played baseball. *Yesterday we played baseball.*

B. John was happy (when). *John was happy today.*

DIRECTIONS FOR 'TRY IT': Choose a word from the ADVERB LIST in the Information Cave that tells when the action occurs in the sentences below. Write your sentences on a separate paper. Since more than one adverb will tell about each verb, your sentences will be correct as long as they make sense.

A. (When) we played baseball. ______________________.
B. John was happy (when). ______________________.

DIRECTIONS FOR 'WRITE IT': Choose a word from the ADVERB LIST in the Information Cave that tells when the action occurs in the sentences below. Write your sentences on a separate paper. Since more than one adverb will tell about each verb, your sentences will be correct as long as they make sense.

1. (When) I lost my pencil. ______________________.
2. We go to concerts (when). ______________________.
3. (When) the storm stopped. ______________________.
4. (When) is the last day for tests. ______________________.
5. We took the bus home (when). ______________________.
6. I thought of ghosts (when). ______________________.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

ADDING DETAIL - ADVERBS - STUDY PAGE

OBJECTIVE

Step by step, we will add detail to sentences by using words that describe or tell more about verbs. We will add detail to sentences by using adverbs in different parts of a sentence.

STUDY IT

STUDY CHART

We have used ADVERBS that work with verbs to tell when the action occurs.

Yesterday I went to school.

They ran home today.

REMEMBER: ADVERBS can be used in different positions within a sentence. They are not always next to the verb they tell about.

Today we will use ADVERBS that tell where the action occurs.

LIKE THIS: It is warm outside.

The noise was nearby.

In later lessons we will use groups of words as ADVERBS:

John kicked the ball over the fence.

Behind the door, we heard a groan.

REVIEW IT

1. We have used ADVERBS that work with verbs to tell ____ the action occurs (happens).
2. In the sentence Yesterday I went to school, yesterday tells _____ the action occurs.
3. Today we will use ADVERBS that tell _____ the action occurs.
4. Remember, adverbs tell ____, _____, and _____ the action occurs in a sentence.

Building Writing Competency

Page 116
Level 5
Series 12
Practice C

PRACTICE PAGE

INFORMATION CAVE

Today we will use adverbs that add detail to sentences by working with verbs to tell where action occurs (happens). We can pick adverbs from a list and use them in different parts of sentences to tell where. LIKE THIS:

ADVERB LIST: (Where action occurs) downtown - there - here - somewhere - outside - nearby - away

EXTRA TIP: A. I left my glove (where). *I left my glove somewhere.*
B. (Where) is the new boy in our class. *There is the new boy in our class.*

DIRECTIONS FOR 'TRY IT': Choose a word from the ADVERB LIST in the Information Cave that tells where the action occurs in the sentences below. Write your sentences on your separate paper. Since more than one adverb will tell about each verb, your sentences will be correct as long as they make sense.

A. I left my glove (where). ______________________.
B. (Where) is the new boy in our class. ______________________.

DIRECTIONS FOR 'WRITE IT': Choose a word from the ADVERB LIST in the Information Cave that tells where the action occurs in the sentences below. Write your sentences on your separate paper. Since more than one adverb will tell about each verb, your sentences will be correct as long as they make sense.

1. Steve lives (where). ______________________.
2. The birds flew (where). ______________________.
3. The traffic is going (where). ______________________.
4. Take the chair (where). ______________________.
5. The horses ran (where). ______________________.
6. (Where) is your cup. ______________________.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

Page 117
Level 5
Series 12
Practice D

ADDING DETAIL - ADVERBS - STUDY PAGE

OBJECTIVE

Step by step, we will add detail to sentences by using words that describe or tell more about verbs. We will add detail to sentences by using adverbs in different parts of a sentence.

STUDY IT

STUDY CHART

Today we will practice writing with ADVERBS that tell how, when, and where the action occurs. We will add detail to sentences by using words that describe or tell more about verbs. We will use adverbs to tell about verbs. LIKE THIS:

Neighbors came quickly.

Yesterday I went home.

The dog is outside.

REMEMBER: ADVERBS can be used in different positions within a sentence. They are not always next to the verb they tell about.

Groups of words can also be used as ADVERBS to tell how, when, and where the action occurs.

After the game, we stopped by for pizza.

I felt terrible during the night.

REVIEW IT

1. Today we will practice with ADVERBS that tell ___, ____, and ____ the action occurs.
2. We will add _______ to sentences by using words that ______or tell more about _______.
3. We will use _______ to tell about verbs.
4. In the sentence Neighbors came quickly, quickly tells _____ the action occurred (happened).
5. In the sentence Yesterday I went home, yesterday tells _____ the action occurred.
6. In the sentence The dog is outside, outside tells _____ the action occurred.
7. The words quickly, yesterday, and outside are _______.
8. Adverbs _______ or _______ more about verbs.

Building Writing Competency

PRACTICE PAGE

Page 118
Level 5
Series 12
Practice D

INFORMATION CAVE

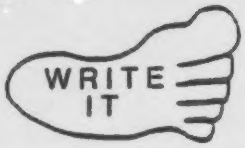
We can select adverbs from an ADVERB LIST to tell how, when, or where action occurs (happens). LIKE THIS:

ADVERB LIST: carefully - nearby - later - suddenly - next - again - happily - painfully - loudly

EXTRA TIP: A. We worked (where). *We worked nearby.*
B. A bell rang (when). *A bell rang again.*

DIRECTIONS FOR 'TRY IT': Choose an adverb from the ADVERB LIST in the Information Cave that tells how, when, or where the action occurs in the sentences below. Write the sentences on your separate paper. Since more than one adverb can tell about each verb, your sentences will be correct as long as they make sense.

A. We worked (where). ______________________.
B. A bell rang (when). ______________________.



DIRECTIONS FOR 'WRITE IT': Choose an adverb from the ADVERB LIST in the Information Cave that tells how, when, or where the action occurs in the sentences below. Write the sentences on your separate paper. Since more than one adverb can tell about each verb, your sentences will be correct as long as they make sense.

1. The car was (where). ______________________.
2. He wrote his name (how). ______________________.
3. The bell rang (how). ______________________.
4. (When) John will bat. ______________________.
5. He laughed (how). ______________________.
6. They called (when). ______________________.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

Bonus Page
Level 5
Series 12
Practice E

ADDING DETAIL - ADVERBS - STUDY PAGE

OBJECTIVE

Step by step, we will add detail to sentences. We will add detail to sentences by using groups of words that can act as an adverb.

STUDY IT

STUDY CHART

We have been using ADVERBS that work with verbs to tell how, when, or where the action occurs (happens).

Groups of words can also act as ADVERBS and tell how, when, or where the action occurs.

LIKE THIS: We played on the grass. on the grass tells where.

We talked during supper. ..during supper tells when.

He won with ease. ...with ease tells how.

Before breakfast, we ran two miles. before breakfast tells when.

REVIEW IT

1. We have been using ______ that work with verbs to tell ___, _____, or _____ the action occurs (happens).
2. _____ __ ____ can also act as ADVERBS and tell how, when, or where.
3. In the sentence We played on the grass, on the grass tells ______.
4. In the sentence We talked during supper, during supper tells _______.
5. In the sentence He won with ease, with ease tells ____.

Building Writing Competency

PRACTICE PAGE

Bonus Page
Level 5
Series 12
Practice E

INFORMATION CAVE

We can add detail to sentences by using groups of words that work with verbs to tell how, when, or where action occurs. LIKE THIS:

He fell (where). He fell in the mud.
We talked (when). We talked during supper.

WORDS THAT TELL:
HOW - with his new pole, with ease
WHEN - in an hour, by morning, after each meal
WHERE - near the lake, in the trash can, in the closet, on the step

EXTRA TIP: A. He fell (where). *He fell on the step.*
B. (When) we can go swimming. *In an hour we can go swimming.*

DIRECTIONS FOR 'TRY IT': Choose words from the list in the Information Cave to add detail to the sentences below. Write them on your separate paper. Since the words can add detail to more than one sentence, your sentences will be correct if they make sense.

A. He fell (where). ________________________.
B. (When) we can go swimming. ________________________.

DIRECTIONS FOR 'WRITE IT': Choose words from the list in the Information Cave to add detail to the sentences below. Write them on your separate paper. Since the words can add detail to more than one sentence, your sentences will be correct if they make sense.

1. We built a fire (where). ________________________.
2. (When) it was cold. ________________________.
3. We washed dishes (when). ________________________.
4. He landed the fish (how). ________________________.
5. We threw our trash (where). ________________________.
6. I put my sleeping bag (where). ________________________.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

'WRITE IT' CORRECTING BANK

PRACTICE A:

1. The sea pounded noisily.
2. John worked quietly.
3. The man waited patiently.
4. The baby drank the milk happily.
5. Bill walked carefully.
6. She jumped bravely.

PRACTICE B: (Accept all sentences which make sense.)

1. (When) I lost my pencil.
2. We go to concerts (when).
3. (When) the storm stopped.
4. (When) is the last day for tests.
5. We took the bus home (when).
6. I thought of ghosts (when).

PRACTICE C:

1. Steve lives (where).
2. The birds flew (where).
3. The traffic is going (where).
4. Take the chair (where).
5. The horses ran (where).
6. (Where) is your cup.

PRACTICE D:

1. The car was (where).
2. He wrote his name (how).
3. The bell rang (how).
4. (When) John will bat.
5. He laughed (how).
6. They called (when).

PRACTICE E:

1. We built a fire (where).
2. (When) it was cold.
3. We washed dishes (when).
4. He landed the fish (how).
5. We threw our trash (where).
6. I put my sleeping bag (where).

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

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Level 5
Series 12
Practice: Mastery Test

ADVERBS

- Read the directions and write sentences on a separate paper.

- Choose an adverb from the ADVERB LIST that tells how, when, or where the action occurs in the sentences below. Since more than one adverb can tell about each verb, your sentences will be correct as long as they make sense.

ADVERB LIST: carefully - away - today - slowly - yesterday - loudly - outside - later

1. Take the chair (where).
2. We took the bus home (when).
3. (When) is the last day for tests.
4. He laughed (how).
5. The horses ran (where).
6. He wrote his name (how).

PARAGRAPHS - DETAIL SENTENCES - STUDY PAGE

OBJECTIVE

Step by step we will write Detail Sentences. We will think and write Detail Sentences that give examples to explain the Main Idea Sentence.

STUDY IT

STUDY CHART

A paragraph is a group of sentences that tells about the same idea.

A Main Idea Sentence tells what the paragraph is about. Detail Sentences tell more about the Main Idea Sentence. We will write Detail Sentences that give examples to explain the Main Idea Sentence.

The first sentence of a paragraph is indented. (Leave a space about two fingers wide between the margin and the beginning of the first sentence.)

Like this:

My dog is silly. He barks when the telephone rings. Sometimes he sleeps in the middle of the street.

My dog is silly is the Main Idea Sentence. A Main Idea Sentence signals and limits the idea of the paragraph. He barks when the telephone rings. Sometimes he sleeps in the middle of the street. These sentences are Detail Sentences. Detail Sentences give examples to explain the Main Idea Sentence.

REVIEW IT

1. A paragraph is a group of sentences that tells about the ____ ____.
2. A Main Idea Sentence tells what the paragraph is ____.
3. Detail Sentences tell more about the ____ ____ ______.
4. We will write Detail Sentences that give ______ to explain the Main Idea Sentence.
5. The first sentence of a paragraph is ______.
6. We leave a space about ___ ______ wide between the margin and the beginning of the first sentence.
7. The sentence My dog is silly is the ____ ____ Sentence.
8. He barks when the telephone rings. Sometimes he sleeps in the middle of the street. These sentences are _____ Sentences.
9. A Main Idea Sentence signals and limits the ____ of the paragraph.
10. Detail Sentences give examples to explain the ____ ____ ______.

Building Writing Competency

PRACTICE PAGE

Page 122
Level 5
Series 13
Practice A

INFORMATION CAVE

We can rewrite a Main Idea Sentence and a Detail Sentence. As we rewrite, we can see how the Main Idea Sentence tells the important idea of the paragraph. We can see how the first Detail Sentence tells more about the Main Idea Sentence. Then we can think and write one more Detail Sentence to finish out the paragraph.

Like this:

My birthday party was fun. We played in the back yard. (Your turn. Think and write something else that gives an example to explain why your birthday party was fun.)

TRY IT

DIRECTIONS FOR 'TRY IT': On your separate paper rewrite the Main Idea Sentence and the first Detail Sentence from the Information Cave. Then think and write your own sentence from the second Detail Sentence. DON'T FORGET TO INDENT.

To be correct, your sentences must: 1. Make sense 2. Follow TRY IT directions 3. Follow all rules you have learned in earlier language lessons 4. Have words spelled correctly that you can find on this paper or words that you have studied in spelling (but spelling mistakes will not count against you). DO NOT ASK YOUR TEACHER TO SPELL OTHER NEW WORDS because that would interfere with the lesson.

WRITE IT

DIRECTIONS FOR 'WRITE IT': Rewrite the Main Idea Sentence and the first Detail Sentence below on your separate paper. Then think and write your own sentence for the second Detail Sentence. Look over your paper carefully before exchanging with your partner.

We had a great time on our camping trip. We cooked hot dogs over the campfire. (Your turn. Think and write something else that might be fun on a camping trip.)

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

PARAGRAPHS - DETAIL SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write Detail Sentences. We will think and write Detail Sentences that give examples to explain the Main Idea Sentence.

STUDY IT

STUDY CHART

A paragraph is a group of sentences that tells about the same idea.

A Main Idea Sentence tells what the paragraph is about. Detail Sentences tell more about the Main Idea Sentence. We will write Detail Sentences that give examples to explain the Main Idea Sentence.

The first sentence of a paragraph is indented. (Leave a space about two fingers wide between the margin and the beginning of the first sentence.) Like this:

I have learned many language skills this year. I learned how to use capitals and punctuation. Learning about subjects and predicates helped me write better sentences.

I have learned many language skills this year is the Main Idea Sentence. A Main Idea Sentence signals and limits the idea of the paragraph. I learned how to use capitals and punctuation and Learning about subjects and predicates helped me write better sentences are Detail Sentences. Detail Sentences give examples to explain the Main Idea Sentence.

REVIEW IT

1. A paragraph is a group of sentences that tells about the ____ ____.
2. A Main Idea Sentence tells what the paragraph is _____.
3. Detail Sentences tell more about the ____ _____ _______.
4. We will write Detail Sentences that give _______ to explain the Main Idea Sentence.
5. The first sentence of a paragraph is _______.
6. We leave a space about ___ ______ wide between the margin and the beginning of the first sentence.
7. Think of some other Detail Sentences that would give examples to explain the Main Idea Sentence I have learned many language skills this year.

Building Writing Competency

Page 124
Level 5
Series 13
Practice B

PRACTICE PAGE

INFORMATION CAVE

We can rewrite a Main Idea Sentence and one Detail Sentence. Then we can think and write one more Detail Sentence that gives an example to explain the Main Idea Sentence.

Like this:

I have learned many language skills this year. I learned to use subjects and predicates step by step. (Your turn. Think and write one more Detail Sentence that gives an example to explain what you have learned in language.)

TRY IT

DIRECTIONS FOR 'TRY IT': On your separate paper, rewrite the Main Idea Sentence and the Detail Sentence from the Information Cave. Then think and write one more Detail Sentence that gives an example to explain the Main Idea Sentence.

For this lesson, you have a word list to help you spell. DO NOT ASK YOUR TEACHER TO SPELL OTHER NEW WORDS because that would interfere with the lesson.

To be correct, your sentences must: 1. Make sense 2. Follow TRY IT directions 3. Follow all rules you have learned in earlier language lessons 4. Have words spelled correctly that you can find on this paper or words that you have studied in spelling (but spelling mistakes will not count against you).

WORD LIST: run-ons adjectives adverbs capitals periods
verb nouns question marks fried chicken
burritos crunchy sweet fruit broccoli

WRITE IT

DIRECTIONS FOR 'WRITE IT': Rewrite the Main Idea Sentence and Detail Sentence below. Then think and write one more Detail Sentence that gives an example to explain the Main Idea Sentence. It is important to spell correctly words that you have studied in spelling, but spelling mistakes will not count against you. DO NOT ASK YOUR TEACHER HOW TO SPELL NEW WORDS because that would interfere with the lesson.

Our cafeteria serves many tasty foods. The pizza is spicy and juicy. (Your turn. Think and write one more Detail Sentence that gives an example to explain the tasty foods the cafeteria serves.)

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

PARAGRAPHS - DETAIL SENTENCES - STUDY PAGE

OBJECTIVE

Step by step we will write Detail Sentences. We will think and write Detail Sentences that give examples to explain the Main Idea Sentence.

STUDY IT

STUDY CHART

A paragraph is a group of sentences that tells about the same idea.

A Main Idea Sentence tells what the paragraph is about. Detail Sentences tell more about the Main Idea Sentence. We will write Detail Sentences that give examples to explain the Main Idea Sentence.

The first sentence of a paragraph is indented. (Leave a space about two fingers wide between the margin and the beginning of the first sentence.)

Like this:

Bill and Tom are good friends. They enjoy doing things together. Bill helps Tom with his homework.

Bill and Tom are good friends is the Main Idea Sentence. A Main Idea Sentence signals and limits the idea of the paragraph. They enjoy doing things together and Bill helps Tom with his homework are Detail Sentences. Detail Sentences give examples to explain the Main Idea Sentence.

REVIEW IT

1. A paragraph is a group of sentences that tells about the ____ ____.
2. A Main Idea Sentence tells what the paragraph is ____.
3. Detail Sentences tell more about the ____ ____ ____.
4. We will write Detail Sentences that give ____ to explain the Main Idea Sentence.
5. The first sentence of a paragraph is ____.
6. We leave a space about ____ ____ wide between the margin and the beginning of the first sentence.
7. Think of some other Detail Sentences that would give examples to explain the Main Idea Sentence Bill and Tom are good friends.

Building Writing Competency

PRACTICE PAGE

INFORMATION CAVE

We can rewrite a Main Idea Sentence and one Detail Sentence. Then we can think and write two more Detail Sentences that give examples to explain the Main Idea Sentence.

Like this:

Bill and Tom are good friends. They enjoy doing things together. (Your turn. Think and write two more Detail Sentences that give examples to explain why Bill and Tom are good friends.)

DIRECTIONS FOR 'TRY IT': On your separate paper, rewrite the Main Idea Sentence and the Detail Sentence from the Information Cave. Then think and write two more Detail Sentences that give examples to explain the Main Idea Sentence.

To be correct, your sentences must: 1. Make sense 2. Follow TRY IT directions 3. Follow all rules you have learned in earlier language lessons 4. Have words spelled correctly that you can find on this paper or words that you have studied in spelling (but spelling mistakes will not count against you). DO NOT ASK YOUR TEACHER TO SPELL OTHER NEW WORDS because that would interfere with the lesson.

DIRECTIONS FOR 'WRITE IT': Rewrite the Main Idea Sentence and Detail Sentence below. Then think and write two more Detail Sentences that give examples to explain the Main Idea Sentence. It is important to spell correctly words that you find on this paper or words that you have studied in spelling, but spelling mistakes will not count against you. DO NOT ASK YOUR TEACHER HOW TO SPELL NEW WORDS because that would interfere with the lesson.

I have many plans for this summer. I intend to sleep late every morning. (Your turn. Think and write two more Detail Sentences that give examples to explain your plans for this summer.)

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

PARAGRAPHS - DETAIL SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write Detail Sentences. We will think and write Detail Sentences that give examples to explain the Main Idea Sentence.

STUDY IT

STUDY CHART

A paragraph is a group of sentences that tells about the same idea.

A Main Idea Sentence tells what the paragraph is about. Detail Sentences tell more about the Main Idea Sentence. We will write Detail Sentences that give examples to explain the Main Idea Sentence.

The first sentence of a paragraph is indented. (Leave a space about two fingers wide between the margin and the beginning of the first sentence.)

Like this:

I try to help out at our house. (Today we will be thinking and writing our own Detail Sentences.)

I try to help out at our house is the Main Idea Sentence. A Main Idea Sentence signals and limits the idea of the paragraph. Detail Sentences give examples to explain the Main Idea Sentence.

REVIEW IT

1. A paragraph is a group of sentences that tells about the ____ ____.
2. A Main Idea Sentence tells what the paragraph is ____.
3. Detail Sentences tell more about the ____ ____ ________.
4. We will write Detail Sentences that give ________ to explain the Main Idea Sentence.
5. The first sentence of a paragraph is ________.
6. We leave a space about ___ _______ wide between the margin and the beginning of the first sentence.
7. Think of some other Detail Sentences that would give examples to explain the Main Idea Sentence I try to help out at our house.

Building Writing Competency

PRACTICE PAGE

INFORMATION CAVE

We can rewrite a Main Idea Sentence and think and write our own Detail Sentences that give examples to explain the Main Idea Sentence.

Like this:

I try to help out at our house. (Your turn. Think and write three of your own Detail Sentences that give examples of what you do to help at your house.)

TRY IT

DIRECTIONS FOR 'TRY IT': On your separate paper, rewrite the Main Idea Sentence from the Information Cave. Then think and write three Detail Sentences that give examples to explain the Main Idea Sentence.

To be correct, your sentences must: 1. Make sense 2. Follow TRY IT directions 3. Follow all rules you have learned in earlier language lessons 4. Have words spelled correctly that you can find on this paper or words that you have studied in spelling (but spelling mistakes will not count against you). DO NOT ASK YOUR TEACHER TO SPELL OTHER NEW WORDS because that would interfere with the lesson.

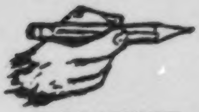
WRITE IT

DIRECTIONS FOR 'WRITE IT': Rewrite the Main Idea Sentence below. Then think and write three Detail Sentences that give examples to explain the Main Idea Sentence. It is important to spell correctly words that you find on this paper or words that you have studied in spelling, but spelling mistakes will not count against you. DO NOT ASK YOUR TEACHER HOW TO SPELL NEW WORDS because that would interfere with the lesson.

I enjoy many T.V. programs. (Your turn. Think and write three Detail Sentences that give examples to explain the T.V. programs you enjoy.)

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.



'WRITE IT' CORRECTING BANK

PRACTICE A:

We had a great time on our camping trip. We cooked hot dogs over the campfire. (This sentence must be a Detail Sentence that gives another example of what you did on your camping trip.)

1. The first sentence must be indented.
2. The Main Idea and Detail Sentences must be copied correctly.
3. Each sentence must have correct capitalization, punctuation, subject and predicate, and follow the skills you have learned for writing sentences.

PRACTICE B:

Our cafeteria serves many tasty foods. The pizza is spicy and juicy. (This sentence must be a Detail Sentence that gives one more example of the tasty foods our cafeteria serves.)

1. The first sentence must be indented.
2. The Main Idea and Detail Sentences must be copied correctly.
3. Each sentence must have correct capitalization, punctuation, subject and predicate, and follow the skills you have learned for writing sentences.

PRACTICE C:

I have many plans for this summer. I intend to sleep late every morning. (These two sentences must be Detail Sentences that give more examples of your plans for this summer.)

1. The first sentence must be indented.
2. The Main Idea and Detail Sentences must be copied correctly.
3. Each sentence must have correct capitalization, punctuation, subject and predicate, and follow the skills you have learned for writing sentences.

PRACTICE D:

I enjoy many T.V. programs. (These three sentences must be Detail Sentences that give more examples to explain the T.V. programs you enjoy.)

1. The first sentence must be indented.
2. Your Detail Sentences must make sense.
3. Each sentence must have correct capitalization, punctuation, subject and predicate, and follow the skills you have learned for writing sentences.

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

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Practice: Mastery Test

PARAGRAPHS - DETAIL SENTENCES

Read the directions and write your sentences on a separate paper.

Rewrite the Main Idea Sentence given below and then think and write three Detail Sentences that give examples to explain the Main Idea Sentence.

I have many plans for this summer.

PARAGRAPHS - DETAIL SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will think and write Detail Sentences that give examples in time order to explain the Main Idea Sentence.

STUDY IT

STUDY CHART

Last week we used Detail Sentences that gave examples to explain the Main Idea Sentence.

This week we will write paragraphs using Detail Sentences that give examples in time order to explain the Main Idea Sentence.

We have words that give us clues to time order. These words help us put Detail Sentences in time order: first, second, third, then, next, after that, last, and finally.

Frying an egg is easy. First I put a little butter in a pan. Then I break an egg into the pan. Next I cook the egg for three days. Finally I remember to turn on the stove burner.

Frying an egg is easy is the Main Idea Sentence. A Main Idea Sentence SIGNALS and LIMITS the idea of the paragraph. The other sentences are Detail Sentences in time order. Detail Sentences give EXAMPLES TO EXPLAIN the Main Idea Sentence.

First, next, then, and finally are time order words.

REVIEW IT

1. Last week we used Detail Sentences that gave _______ to explain the Main Idea Sentence.
2. This week we will write paragraphs using Detail Sentences that give examples __ ___ ____ to explain the Main Idea Sentence.
3. We have words that give us clues to ___ ____.
4. Frying an egg is easy is the ___ ___ Sentence.
5. The other sentences are Detail Sentences in ___ ____.
6. First, next, then, and finally are ___ ____ words.

Building Writing Competency

PRACTICE PAGE

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Series 14
Practice A

INFORMATION CAVE

We can write paragraphs with Detail Sentences that give examples in time order to explain the Main Idea Sentence. In today's lesson we will learn more about the words that give time order clues. We will arrange mixed Detail and Main Idea Sentences into correct order. We can pick out the Main Idea Sentence by finding the sentence that tells what the paragraph is about. Then we can use order words to arrange the Detail Sentences.

Then I put peanut butter on the bread.
Finally I sit down to enjoy my sandwich.
First I get out bread, peanut butter, and a knife.
It is easy to make a peanut butter sandwich.

Time order words: first, second, third, then, next, after that, last, and finally

TRY IT

DIRECTIONS FOR 'TRY IT': Write the paragraph in the Information Cave correctly by putting the sentences in correct time order.

Remember to indent your Main Idea Sentence.

WRITE IT

DIRECTIONS FOR 'WRITE IT': Write the sentences below as a paragraph with the correct time order. Be sure to indent your Main Idea Sentence.

Next we borrowed some tools from my dad.

We built a special tree house.

First we collected scraps of lumber.

After that we nailed the floor, sides, and roof to a special place in the tree.

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

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Practice B

PARAGRAPHS - DETAIL SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will think and write Detail Sentences that give examples in time order to explain the Main Idea Sentence.

STUDY IT

STUDY CHART

We are writing paragraphs using Detail Sentences that give examples in time order to explain the Main Idea Sentence.

We can use words that give us clues to time order. These words help us put Detail Sentences in time order.

Time order words: first, second, third, then, next, last, after that, and finally

I cleaned my room Saturday. First I cleaned the floor. Next I changed the sheets on my bed. Then I dusted under the bed. Finally I took the 153 pairs of dirty socks from my closet.

Notice we use different order words for each sentence. It would be boring to start each sentence with the same word even if it made sense. Then I..... Then I..... Then I.....

We are not using and as the first word of any of our sentences.

REVIEW IT

1. We are writing paragraphs using Detail Sentences that give examples __ ____ _____ to explain the Main Idea Sentence.
2. We can use words that give us _____ to time order.
3. These words help us put Detail Sentences in ____ _____.
4. Notice we use _________ order words for each sentence. It would be ______ to start each sentence with the same word even if it made sense.
5. We are not using ____ as the first word of any of our sentences.

INFORMATION CAVE

We can rewrite a Main Idea Sentence and a Detail Sentence. As we rewrite, we can see how the Main Idea Sentence tells the most important idea of the paragraph. We can see how the first Detail Sentence is arranged in time order to tell more about the Main Idea Sentence. Then we can think up one more Detail Sentence to finish out the paragraph. Use time order words such as: first, second, third, then, next, after that, last, finally.

Like this:

I cleaned my room. First I cleaned the floor. Next..... (Your turn to think and write one more time order Detail Sentence to finish the paragraph.)

Notice we do not use a time order word twice in a paragraph. It would be boring to start each sentence with the same word even if it made sense. Then I..... Then I..... Then I.....

REMEMBER: We are not using and as the first word of any of our sentences.

TRY IT

DIRECTIONS FOR 'TRY IT': On your separate paper rewrite the Main Idea Sentence and the Detail Sentence from the Information Cave. Then think and write one of your own sentences to add to the paragraph. DON'T FORGET TO INDENT.

To be correct, your sentences must: 1. Make sense 2. Follow directions 3. Follow all rules you have learned in earlier language lessons. It is important to spell correctly words that you can find on this paper or words that you have studied in spelling, but spelling mistakes will not count against you. DO NOT ASK YOUR TEACHER TO SPELL OTHER NEW WORDS because that would interfere with the lesson.

WRITE IT

DIRECTIONS FOR 'WRITE IT': Rewrite the Main Idea Sentence and the first Detail Sentence below on your separate paper. Then think and write one of your own Detail Sentences in time order to finish the paragraph. Look over your paper carefully before exchanging with your partner. Use words such as: first, second, third, then, next, after that, last, finally.

I worked hard in school today. First I did all my reading.

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

PARAGRAPHS - DETAIL SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will think and write Detail Sentences that give examples in time order to explain the Main Idea Sentence.

STUDY IT

STUDY CHART

We are writing paragraphs using Detail Sentences that give examples in time order to explain the Main Idea Sentence.

We are using time order words that give clues to help us put our Detail Sentences in order.

Time order words: first, second, third, then, next, last, after that, and finally

Mom said we could have a picnic if we helped her. First we ate breakfast and did the dishes. Next..... After that.....

Notice that we use different time order words for each sentence. It would be boring to start each sentence with the same word. Then I..... Then I..... Then I..... Next I..... Next I.....

We are not using and as the first word of any of our sentences.

REVIEW IT

1. We are writing paragraphs using Detail Sentences that give examples __ ____ _____ to explain the Main Idea Sentence.
2. We are using ____ _____ _____ that give clues to help us put our Detail Sentences in order.
3. Some time order words are: _____, ______, _____, ____, ____, ____, _____ ____, and ______.
4. Think of some time order Detail Sentences to follow the Main Idea Sentence in the Study Chart.
5. Notice that we use different ____ _____ _____ for each sentence.
6. It would be boring to start each sentence with the ____ ____.
7. We are not using ____ as the first word of any of our sentences.

PRACTICE PAGE

INFORMATION CAVE

We can rewrite a Main Idea Sentence and a time order Detail Sentence. Then we can think and write two more time order Detail Sentences. Use words such as: first, second, third, then, next, after that, last, finally.

Mom said we could have a picnic if we helped her. First we ate breakfast and did the dishes. Next..... After that..... or Finally...... or At last.....

TRY IT

DIRECTIONS FOR 'TRY IT': On your separate paper rewrite the Main Idea Sentence and the time order sentence in the Information Cave. Then think and write two more time order Detail Sentences that give examples of the Main Idea Sentence.

To be correct, your sentences must: 1. Make sense 2. Follow directions 3. Follow all rules you have learned in earlier language lessons. It is important to spell correctly words that you can find on this paper or words that you have studied in spelling, but spelling mistakes will not count against you. DO NOT ASK YOUR TEACHER TO SPELL OTHER NEW WORDS because that would interfere with the lesson.

WRITE IT

DIRECTIONS FOR 'WRITE IT': Rewrite the Main Idea Sentence and the time order sentence below. Then think and write two more time order sentences that give examples of the Main Idea Sentence.

I cooked a big, tasty breakfast last Sunday. First I picked some fresh strawberries from our garden. (Your turn to think and write two more Detail Sentences.)

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

PARAGRAPHS - DETAIL SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will think and write Detail Sentences that give examples in time order to explain the Main Idea Sentence.

STUDY IT

STUDY CHART

We are writing paragraphs using Detail Sentences that give examples in time order to explain the Main Idea Sentence.

We are using time order words that give clues to help us put our Detail Sentences in order.

Time order words: first, second, third, then, next, after that, last, finally

I have everything planned for a perfect weekend. First..... Then..... Next..... Finally

Notice that we use different time order words for each sentence. It would be boring to start each sentence with the same word. Then I..... Then I..... Then I.....Next I..... Next I.....

We are not using and as the first word of any of our sentences.

REVIEW IT

1. We are writing paragraphs using Detail Sentences that give examples __ ___ ____ to explain the Main Idea Sentence.
2. We are using ____ _____ _____ that give clues to help us put our Detail Sentences in order.
3. Some time order words are: _____, ______, _____, ____, ____, _____ ____, ____, _______.
4. Think of some time order Detail Sentences to follow the Main Idea Sentence in the Study Chart.
5. Notice that we use different ____ _____ _____ for each sentence.
6. It would be boring to start each sentence with the ____ ____.
7. We are not using ____ as the first word of any of our sentences.

Building Writing Competency

PRACTICE PAGE

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Practice D

INFORMATION CAVE

We can rewrite a Main Idea Sentence. Then we can think and write all three time order Detail Sentences to give examples of the Main Idea Sentence. Use order words such as: first, second, third, then, next, after that, last, finally.

I have everything planned for a perfect weekend. (Your turn to write three time order Detail Sentences to give examples of the Main Idea Sentence.)

TRY IT

DIRECTIONS FOR 'TRY IT': Rewrite the Main Idea Sentence from the Information Cave. Then think and write three time order Detail Sentences to give examples of the Main Idea Sentence.

To be correct, your sentences must: 1. Make sense 2. Follow directions 3. Follow all rules you have learned in earlier language lessons. It is important to spell correctly words that you can find on this paper or words that you have studied in spelling, but spelling mistakes will not count against you. DO NOT ASK YOUR TEACHER TO SPELL OTHER NEW WORDS because that would interfere with the lesson.

WRITE IT

DIRECTIONS FOR 'WRITE IT': Rewrite the Main Idea Sentence below. Then think and write three time order Detail Sentences to give examples of the Main Idea Sentence.

I saw an exciting ghost story on T.V.

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

'WRITE IT' CORRECTING BANK

Your paragraph must be indented and you must use all of each line.

We built a special tree house. First we collected scraps of lumber. Next we borrowed some tools from my dad. After that we nailed the floor, sides, and roof to a special place in the tree.

PRACTICE B:

I worked hard in school today. First I did all my reading. (This sentence must be a Detail Sentence that gives an example in time order of what you did in school today.)

To be correct, your sentence must: 1. Make sense 2. Follow directions 3. Follow all rules you have learned in earlier language lessons.

PRACTICE C:

I cooked a big, tasty breakfast last Sunday. First I picked some fresh strawberries from our garden. (These two sentences must be Detail Sentences that give examples in time order of what you cooked for breakfast.)

To be correct, your sentences must: 1. Make sense 2. Follow directions 3. Follow all rules you have learned in earlier language lessons.

I saw an exciting ghost story on T.V. (These three sentences must be Detail Sentences that give examples in time order of the ghost story you saw.)

To be correct, your sentences must: 1. Make sense 2. Follow directions 3. Follow all rules you have learned in earlier language lessons.

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

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PARAGRAPHS - TIME ORDER SENTENCES

- Read the directions and write your sentences on a separate paper.
- Rewrite the Main Idea Sentence below and then think and write three time order Detail Sentences to give examples of the Main Idea Sentence.
- Use time order words such as: first, second, third, then, next, after that, last, finally. Use different order words for each sentence.

We are not using and as the first word of any of our sentences.

Our class had a great time today.

PARAGRAPHS - MAIN IDEA SENTENCES - STUDY PAGE

BWC
STUDY IT

OBJECTIVE

Step by step, we will write Main Idea Sentences. We will think and write Main Idea Sentences to match related Detail Sentences.

STUDY CHART

We have practiced writing Detail Sentences that give examples in time order to explain the Main Idea Sentence.

Now we will practice writing our own Main Idea Sentences to signal and limit the idea of the Detail Sentences. First we will read a list of related Detail Sentences (sentences with ideas that go together).

> We packed our camping gear and checked our maps for a good place to camp.
>
> Friday afternoon, we drove to a lake in the mountains.
>
> Saturday and Sunday, we fished, hiked, and swam.

Then we will think of an example of a Main Idea Sentence to signal and limit the Detail Sentences. We are writing the Main Idea Sentence as the FIRST sentence of the paragraph.

> We went camping last weekend.
>
> We had a great time last weekend.

1. We have practiced writing ______ ________ that give examples in time order to explain the Main Idea Sentence.
2. Now we will practice writing our own ___ ____ ________ to signal and limit the idea of the Detail Sentences.
3. First we will read a list of related Detail Sentences (sentences with ideas that __ _______).
4. Now think of other Main Idea Sentences that could signal and limit the Detail Sentences.

Building Writing Competency

PRACTICE PAGE

INFORMATION CAVE

For the Try It step, we can think and write a Main Idea Sentence that will signal and limit the related Detail Sentences. Related Detail Sentences are sentences with ideas that go together. For our Write It step, we will write a correct paragraph using our Main Idea Sentence as the first sentence of the paragraph. Then we will add the Detail Sentences.

List of related Detail Sentences:

We packed our camping gear and checked our maps for a good place to camp.

Friday afternoon, we drove to a lake in the mountains.

Saturday and Sunday, we fished, hiked, and swam.

DIRECTIONS FOR 'TRY IT': Think and write a Main Idea Sentence that will signal and limit related Detail Sentences in the Information Cave. Write your Main Idea Sentence on your separate paper. Do not go on until your teacher has checked your Main Idea Sentence.

DIRECTIONS FOR 'WRITE IT': Use your Main Idea Sentence and the related Detail Sentences in the Information Cave to write a correct paragraph. Use the Main Idea Sentence as the first sentence of your paragraph.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

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Practice B

PARAGRAPHS - MAIN IDEA SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write Main Idea Sentences. We will think and write Main Idea Sentences to match related Detail Sentences.

STUDY IT

STUDY CHART

We are practicing writing Main Idea Sentences that signal and limit the related Detail Sentences (sentences with ideas that go together).

Today we will learn even more about the difference between Main Idea Sentences and Detail Sentences by thinking and writing one of each.

Related Detail Sentences:

> First we drove to Grandmother's early Christmas morning. Then we opened our presents and had a big breakfast.

Think of a Main Idea Sentence that could signal and limit the related Detail Sentences.

Think of Detail Sentences that could be added to the Detail Sentences above.

REVIEW IT

1. We are practicing writing Main Idea Sentences that signal and limit the ______ Detail Sentences (sentences with ideas that go together).
2. Today we will learn even more about the difference between Main Idea Sentences and ______ ________ by thinking and writing ___ of ____.
3. Think of a Main Idea Sentence that could signal and limit the related Detail Sentences.
4. Think of Detail Sentences that could be added to the Detail Sentences above.
5. Related sentences are sentences that __ _______.

Building Writing Competency

PRACTICE PAGE

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Practice B

INFORMATION CAVE

We can learn more about writing Main Idea Sentences and Detail Sentences by thinking and writing each kind of sentence. First we will read and think about how two Detail Sentences are related. Then we will use that information to write a Main Idea Sentence and a Detail Sentence for our Try It step. For the Write It step, we will use all the sentences to write a correct paragraph.

Related Detail Sentences:

First we drove to Grandmother's early Christmas morning.
Then we opened our presents and had a big breakfast.

DIRECTIONS FOR 'TRY IT': Read the Detail Sentences in the Information Cave. On your separate paper, write a Main Idea Sentence that will signal and limit the Detail Sentences. Then think of another Detail Sentence that would be an example of the Main Idea Sentence. Do not go on until your teacher has checked your Main Idea Sentence.

DIRECTIONS FOR 'WRITE IT': Use your Main Idea Sentence, your Detail Sentence, and the two sentences from the Information Cave to write a correct paragraph.

REMEMBER: Begin your paragraph with the Main Idea Sentence.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

PARAGRAPHS - MAIN IDEA SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write Main Idea Sentences. We will think and write Main Idea Sentences to match related Detail Sentences.

STUDY IT

STUDY CHART

We are practicing writing Main Idea Sentences that signal and limit the related Detail Sentences.

You know that the Main Idea Sentence is like a story title and that each Detail Sentence is an example that relates to the story title.

Today we will learn even more about the difference between Main Idea Sentences and Detail Sentences by thinking and writing each kind of sentence.

Related Detail Sentences:

Bears enjoy eating meat.
They will also feed on berries, nuts, and acorns.

Think of a Main Idea Sentence that could signal and limit related Detail Sentences.

Think of Detail Sentences that could be added to the Detail Sentences above. (Hint: honey, fruit, roots)

REVIEW IT

1. We are practicing writing ____ ____ ________ that signal and limit the related Detail Sentences.
2. You know that the Main Idea Sentence is like a _____ _____ and that each Detail Sentence is an example that relates to the story title.
3. Today we will learn even more about the difference between Main Idea Sentences and Detail Sentences by thinking and writing ____ ____ of sentence.
4. Think of a Main Idea Sentence that could signal and limit related Detail Sentences.
5. Think of Detail Sentences that could be added to the Detail Sentences above.

INFORMATION CAVE

We will learn more about writing Main Idea Sentences and Detail Sentences by thinking and writing each kind of sentence. First we will look at the two related Detail Sentences. Then for our Try It step, we will think and write a Main Idea Sentence to signal and limit the two Detail Sentences. We will write one more Detail Sentence. For the Write It step, we will use the Main Idea Sentence and all the Detail Sentences to write a correct paragraph.

Related Detail Sentences:

Bears enjoy eating meat.
They also feed on berries, nuts, and acorns.

TRY IT

DIRECTIONS FOR 'TRY IT': Read the Detail Sentences in the Information Cave. On your separate paper, write a Main Idea Sentence that will signal and limit the Detail Sentences. Then think of one more Detail Sentence that would be an example of the Main Idea Sentence. Do not go on until your teacher has checked your Main Idea Sentence and Detail Sentence.

WRITE IT

DIRECTIONS FOR 'WRITE IT': Now use your Main Idea Sentence, your Detail Sentence, and the two sentences from the Information Cave to write a correct paragraph.

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

PARAGRAPHS - MAIN IDEA SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write Main Idea Sentences. We will think and write Main Idea Sentences to match related Detail Sentences.

STUDY IT

STUDY CHART

We have practiced writing Main Idea Sentences and Detail Sentences that list examples to explain the Main Idea Sentence.

Today we will practice writing our own paragraph. If you have trouble telling the difference between the Main Idea Sentence and Detail Sentences you may use the order words with the Detail Sentences. This will make writing your own paragraph easier.

Some order words are: First, second, next, then, after that, later, finally, at last, and last.

REVIEW IT

1. We have practiced writing Main Idea Sentences and Detail Sentences that ____ _______ to explain the Main Idea Sentence.
2. If you have trouble telling the difference between the Main Idea Sentence and Detail Sentences you may use the ____ ____ with the Detail Sentences.
3. Some order words are: First, ______, ____, ____, after that, _____, finally, __ ____, and last.
4. Let's think of some Main Idea and Detail Sentences that could be used to write your own paragraph.

Building Writing Competency

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Practice D

PRACTICE PAGE

INFORMATION CAVE

We will use a Main Idea Sentence and Detail Sentences to write a correct paragraph.

The Main Idea Sentence is like a story title that tells what the paragraph is about. The Detail Sentences list examples to explain the Main Idea Sentence. Order words will help you write Detail Sentences:

FIrst, second, next, then, after that, later, finally,
at last, and last.

TRY IT

DIRECTIONS FOR 'TRY IT': Write a Main Idea Sentence on your separate paper. Do not go on until your teacher has checked your Main Idea Sentence.

WRITE IT

DIRECTIONS FOR 'WRITE IT': On your separate paper, write a correct paragraph. Use your Main Idea Sentence to think and write three Detail Sentences.

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

'WRITE IT' CORRECTING BANK

PRACTICE A:

(This sentence must be a Main Idea Sentence that signals and limits the idea of going camping.) We packed our camping gear and checked our maps for a good place to camp. Friday afternoon, we drove to a lake in the mountains. Saturday and Sunday, we fished, hiked, and swam.

To be correct, your first sentence must be indented. Each sentence must have correct capitalization, punctuation, subjects, predicates, and subject/verb agreement. The Main Idea Sentence should signal and limit the idea of the paragraph.

PRACTICE B:

(This sentence must be a Main Idea Sentence that signals and limits the idea of Christmas at Grandmother's.) First we drove to Grandmother's early Christmas morning. Then we opened our presents and had a big breakfast. (This sentence must be a Detail Sentence that supports the idea of spending Christmas at Grandmother's.)

To be correct, your first sentence must be indented. Each sentence must have correct capitalization, punctuation, subjects, predicates, and subject/verb agreement. The Main Idea Sentence should signal and limit the idea of the paragraph. The Detail Sentence must support the Main Idea Sentence.

PRACTICE C:

(This sentence must be a Main Idea Sentence that signals and limits the idea of what bears eat.) Bears enjoy eating meat. They will also feed on berries, nuts, and acorns. (This sentence must be a Detail Sentence that supports the idea of what bears eat.)

To be correct, your first sentence must be indented. Each sentence must have correct capitalization, punctuation, subjects, predicates, and subject/verb agreement. The Main Idea Sentence should signal and limit the idea of the paragraph. The Detail Sentence must support the Main Idea Sentence.

PRACTICE D:

(This sentence must be a Main Idea Sentence that signals and limits the idea of the Detail Sentences. These three sentences must be Detail Sentences that support the Main Idea Sentence.)

To be correct, your first sentence must be indented. Each sentence must have correct capitalization, punctuation, subjects, predicates, and subject/verb agreement. The Main Idea Sentence should signal and limit the idea of the paragraph. The Detail Sentences must support the Main Idea Sentence.

BIGFOOT
BWC
MASTERY TEST

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PARAGRAPHS - MAIN IDEA SENTENCES

- Read the directions and write your paragraph on a separate paper.

- Begin your correct paragraph by writing a Main Idea Sentence to signal and limit the idea to follow. Then finish your paragraph by writing three Detail Sentences to give examples supporting the Main Idea Sentence.

PARAGRAPHS - OPINIONS - STUDY PAGE

OBJECTIVE

Step by step, we will write a Main Idea Sentence that states an opinion and Detail Sentences that state reasons to support the opinion.

STUDY IT

STUDY CHART

We have been writing paragraphs with Detail Sentences that give examples to support the Main Idea Sentence.

For our last series of lessons on paragraphs, we will use a Main Idea Sentence that states an opinion and Detail Sentences that give reasons for the opinion.

> I believe we need to turn on the fan in our classroom during warm afternoons. Yesterday, the temperature was a sizzling 100 degrees in the afternoon. When the fan is on, the temperature cools by four degrees. The temperature is cooler, and the fan makes a pleasant breeze.

The Main Idea Sentence is an opinion that a person thinks or believes. The Detail Sentences are mostly facts that can be checked to make sure they are true.

Using as many of the sentence skills that we have learned will be an important part of this lesson. Notice the adjectives, adverbs, the complex sentence, and the compound sentence used in our paragraph.

REVIEW IT

1. We have been writing paragraphs with Detail Sentences that give examples to ______ the Main Idea Sentence.
2. For our last series of lessons on paragraphs, we will use a Main Idea Sentence that states an ______ and Detail Sentences that give ______ for the opinion.
3. The Main Idea Sentence is an opinion that a person thinks or believes.
4. The Detail Sentences are _____ that can be checked to make sure they are true.
5. Using as many of the sentence skills that we have learned will be an ________ part of this lesson.

Building Writing Competency

PRACTICE PAGE

INFORMATION CAVE

We can read a Main Idea Sentence that states an opinion and a Detail Sentence that gives reasons for the opinion. Then we can think and write two more Detail Sentences that give more reasons to support the opinion. The more facts we use as reasons (statements that can be checked to see if they are true), the better we support our opinion.

We have many interesting events at our school. Each September we have a talent show. (Your turn to write one more Detail Sentence. Use adjectives and adverbs to add detail to your sentences. Try to use either a compound sentence or a complex sentence.

DIRECTIONS FOR 'TRY IT': Write the opinion Main Idea Sentence and the reason Detail Sentence from the Information Cave as the beginning of your paragraph. Then think and add one more Detail Sentence that gives a reason to support the Main Idea Sentence. Use facts for your Detail Sentence if you can. Try to use either a compound sentence or a complex sentence. Do not go on until your teacher has checked your paragraph.

DIRECTIONS FOR 'WRITE IT': Begin your paragraph by writing both the opinion Main Idea Sentence and the Detail Sentence below. Then think and add one more Detail Sentence that gives a reason to support the Main Idea Sentence. Use facts for your Detail Sentence if you can. Try to use either a compound sentence or a complex sentence.

I feel that I learned a lot in language this year. Earlier in the year, I learned about important sentence parts. (Your turn to write one more Detail Sentence. Use adjectives and adverbs to add detail to your sentences.)

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

PARAGRAPHS - OPINIONS - STUDY PAGE

OBJECTIVE

Step by step, we will write a Main Idea Sentence that states an opinion and Detail Sentences that state reasons to support the opinion.

STUDY IT

STUDY CHART

We are writing paragraphs with a Main Idea Sentence that states an opinion and Detail Sentences that state reasons to support the opinion. We are using the skills that we learned earlier such as adjectives (adding detail to nouns), adverbs (adding detail to verbs), compound sentences (two related clauses joined with and, but, or, so), and complex sentences (using when, after, if, because to write a dependent clause).

Today we will read Detail Sentences that state reasons and then think of our own opinion Main Idea Sentence. Then we will think of one more Detail Sentence to support the Main Idea Sentence.

Since facts make the best reasons to support opinions, most of our Detail Sentences will use facts.

Listed below are two sentences that could be used as Detail Sentences to state reasons:

Traveling by train is less expensive than flying. I feel safer on a train because trains have fewer accidents than cars or planes.

Can you think of a Main Idea sentence that would state an opinion to introduce the reason Detail Sentences given above?

I think trains are the best way to travel. OR *You should travel by train.* OR *More people should travel by train.*

Now think of examples of Detail sentences that would give more reasons:

Trains do not cause as much pollution as other means of travel. OR *Viewing scenery is much easier from a train than from other means of travel.*

REVIEW IT

1. We are writing paragraphs with a Main Idea Sentence that states an ______ and Detail Sentences that state ______ to support the opinion.
2. We are using the skills that we learned earlier such as ________ (adding detail to nouns), _______ (adding detail to verbs), _______ sentences (two related clauses joined with and, but, or, so), and ______ sentences (using when, after, if, because to write a dependent clause).
3. Today we will read Detail Sentences that state reasons and then think of our own ______ Main Idea Sentence.
4. We will think of one more _____ Sentence to support the Main Idea Sentence.

Building Writing Competency

PRACTICE PAGE

Page 154
Level 5
Series 16
Practice B

INFORMATION CAVE

We can read Detail Sentences that give reasons to support an opinion. We can think and write our own opinion Main Idea Sentence.

____.

There were many spelling errors in the book. The author used nothing but short sentences, and the only adjectives used were the words nice and good. Not one word was used to describe the setting or the characters.

TRY IT

DIRECTIONS FOR 'TRY IT': Write a paragraph by thinking of a Main Idea opinion and adding it to the Detail Sentences in the Information Cave. Be sure to use the Main Idea Sentence as the first sentence.

WRITE IT

DIRECTIONS FOR 'WRITE IT': Write a paragraph by thinking of a Main Idea opinion and adding it to the Detail Sentences below. Be sure to use the Main Idea Sentence as the first sentence.

____.

The characters and setting were described clearly. The author mixed the kind of sentences, and the adjectives were the most precise I have seen in a book.

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

PARAGRAPHS - OPINIONS - STUDY PAGE

OBJECTIVE

Step by step, we will write a Main Idea Sentence that states an opinion and Detail Sentences that state reasons to support the opinion.

STUDY IT

STUDY CHART

We are writing paragraphs with a Main Idea Sentence that states an opinion and Detail Sentences that state reasons to support the opinion. We are using skills that we learned earlier such as: adjectives, adverbs, compound subjects, compound predicates, compound sentences, and complex sentences.

Today we will be making up our own paragraphs, but we will give you some ideas for opinions for the Main Idea Sentence.

You know that using facts for your reasons offers better support for your opinion.

> We should cut down on the sugar we eat. Sugar has been proven to cause tooth decay. When some children eat too much sugar, they become nervous or cranky.

REVIEW IT

1. We are writing paragraphs with a Main Idea Sentence that states an _______ and Detail Sentences that state _____ to support the opinion.

2. We are using the skills that we learned earlier such as: _________, ______, _______ subjects, compound _________, _______ ________, and ______ sentences.

3. Today we will be making up our own paragraphs, but we will give you some ideas for _______ for the Main Idea Sentence.

4. You know that using _____ for your reasons offers better support for your opinion.

INFORMATION CAVE

We will write a paragraph with a Main Idea Sentence that states an opinion. Then we will write three Detail Sentences to give reasons to support the Main Idea Sentence. (There is no TRY IT step today.)

Use facts to help support your opinion. Use the skills you have been taught in earlier lessons to:

-add detail by using adjectives and adverbs.
-avoid run-ons.
-add interest by using compound subjects and predicates, compound sentences, and complex sentences.

Below are sample ideas for writing an opinion Main Idea Sentence. These are groups of words to suggest ideas. You must add to them to make a complete Main Idea Sentence.

- To read a book
- To see a T.V. program
- To save energy
- To buy something
- To eat or drink something

- Not to read a book
- Not to see a T.V. program
- To avoid pollution
- Not to buy something
- Not to eat or drink something

WRITE IT

DIRECTIONS FOR 'WRITE IT': Write a paragraph with a Main Idea Sentence that states an opinion. Then write three Detail Sentences to give reasons to support the Main Idea Sentence. You may choose a topic from the Information Cave or you may use one of your own. Try to use a compound subject and/or predicate, a compound sentence, and a complex sentence.

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

PARAGRAPHS - OPINIONS - STUDY PAGE

OBJECTIVE

Step by step, we will write a Main Idea Sentence that states an opinion and Detail Sentences that state reasons to support the opinion.

STUDY IT

STUDY CHART

We are writing paragraphs with a Main Idea Sentence that states an opinion and Detail Sentences that state reasons to support the opinion. We are using skills that we learned earlier such as: adjectives, adverbs, compound subjects, compound predicates, compound sentences, and complex sentences.

Today we will be making up our own paragraphs, but we will give you some ideas for opinions for the Main Idea Sentence.

You know that using facts for your reasons offers better support for your opinion.

> I think that our teacher should read the book, Shamu: The Killer Whale to our class. The book tells the real and exciting story of the capture of a killer whale. Shamu was the first killer whale to be raised at Sea World. Because of Shamu, scientists were able to discover that the killer whale is really intelligent, playful, and friendly to man.

REVIEW IT

1. We are writing paragraphs with a Main Idea Sentence that states an ______ and Detail Sentences that state ______ to support the opinion.
2. We are using the skills that we learned earlier such as: ________, ______, ______ subjects, compound ________, ______ ________, and ______ sentences.
3. Today we will be making up our own paragraphs, but we will give you some ideas for ______ for the Main Idea Sentence.
4. You know that using ____ for your reasons offers better support for your opinion.

Building Writing Competency

PRACTICE PAGE

Page 158
Level 5
Series 16
Practice D

INFORMATION CAVE

We will write a paragraph with a Main Idea Sentence that states an opinion. Then we will write three Detail Sentences to give reasons to support the Main Idea Sentence. (There is no TRY IT step today.)

Use facts to help support your opinion. Use the skills you have been taught in earlier lessons to:

-add detail by using adjectives and adverbs.
-avoid run-ons.
-add interest by using compound subjects and predicates, compound sentences, and complex sentences.

Below are sample ideas for writing an opinion Main Idea Sentence. These are groups of words to suggest ideas. You must add to them to make a complete Main Idea Sentence.

- To read a book	- Not to read a book
- To see a T.V. program	- Not to see a T.V. program
- To save energy	- To avoid pollution
- To buy something	- Not to buy something
- To eat or drink something	- Not to eat or drink something

WRITE IT

DIRECTIONS FOR 'WRITE IT': Write a paragraph with a Main Idea Sentence that states an opinion. Then write three Detail Sentences to give reasons to support the Main Idea Sentence. You may choose a topic from the Information Cave or you may use one of your own. Try to use a compound subject and/or predicate, a compound sentence, and a complex sentence.

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

'WRITE IT' CORRECTING BANK

PRACTICE A:

I feel that I learned a lot in language this year. Earlier in the year, I learned about important sentence parts. (This sentence must be a Detail Sentence that gives a reason to explain why you feel you learned a lot in language this year.)

To be correct, your first sentence must be indented. Each sentence must have correct capitalization, punctuation, subjects, predicates, and subject/verb agreement. Each Detail Sentence must support the Main Idea Sentence.

PRACTICE B:

(This sentence must be a Main Idea Sentence that states your opinion of a book.) The characters and setting were described clearly. The author mixed the kind of sentences, and the adjectives were the most precise I have seen in a book.

To be correct, your first sentence must be indented. Each sentence must have correct capitalization, punctuation, subjects, predicates, and subject/verb agreement. The Main Idea Sentence should signal and limit the idea of the paragraph. The Detail Sentence must support the Main Idea Sentence.

PRACTICE C:

(This sentence must be a Main Idea Sentence that states an opinion. These three sentences must be Detail Sentences to give reasons to support the Main Idea Sentence.)

To be correct, your first sentence must be indented. Each sentence must have correct capitalization, punctuation, subjects, predicates, and subject/verb agreement. The Main Idea Sentence should signal and limit the idea of the paragraph. The Detail Sentences must support the Main Idea Sentence.

PRACTICE D:

(This sentence must be a Main Idea Sentence that states an opinion. These three sentences must be Detail Sentences to give reasons to support the Main Idea Sentence.)

To be correct, your first sentence must be indented. Each sentence must have correct capitalization, punctuation, subjects, predicates, and subject/verb agreement. The Main Idea Sentence should signal and limit the idea of the paragraph. The Detail Sentences must support the Main Idea Sentence.

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

Page 160
Level 5
Series 16
Practice: Mastery Test

PARAGRAPHS - OPINIONS

Read the directions and write your paragraphs on a separate paper.

We have written paragraphs that:

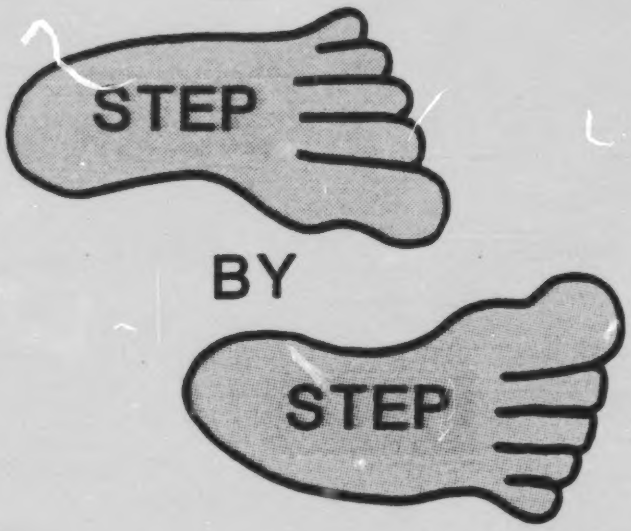
- give examples to support or explain a Main Idea Sentence.
- give examples in time order to support a Main Idea Sentence.
- give reasons to support an opinion Main Idea Sentence.

Write two paragraphs for this Mastery Test. Use whichever kind of paragraphs that you prefer. You may use ideas for your paragraphs that you have used in past lessons, or you may use a new idea that is exciting or interesting to you. Each of your paragraphs must have a Main Idea Sentence and three Detail Sentences.

Here is a reminder list of skills for you to use:

1. Check for capitals, punctuation, subjects, predicates, subject/verb agreement, and make sure the first sentence of each paragraph is indented.
2. Use adjectives to add detail to nouns and adverbs to add detail to verbs.
3. Mix your sentences and words by using:
   - compound subjects, predicates, adjectives, and adverbs.
   - and, but, or, to join short sentences and signal how they relate.
   - when, after, if, because, to head one clause and signal how it relates to another clause.
4. Use conjunctions or capitals and periods to correct run-ons.
5. Check your sentences for all the tips above and to make sure you have spelled each word (that you know how to spell) properly.

BUILDING WRITING COMPETENCY



MASTERY OF SENTENCE AND PARAGRAPH WRITING SKILLS

LEVEL 6

A TITLE IV-C LANGUAGE PROJECT

RIO LINDA UNION SCHOOL DISTRICT

Building Writing Competency

AN INTENSE WRITING PROGRAM MOVING CHILDREN STEP BY STEP TO MASTERY OF ESSENTIAL SENTENCE AND PARAGRAPH WRITING SKILLS.

LIST OF SKILLS FOR LEVEL 6

Each Series consists of four daily lessons followed by a Mastery Test.

• BASIC SENTENCE SKILLS •

Series 1	Writing Correct Declarative, Interrogative, Imperative, and Exclamatory Sentences
Series 2	Sentence Parts - Subjects - Subject position in Interrogative Sentences
Series 3	Sentence Parts - Predicates - Verbs - Verb Tense

• SENTENCE COMBINING SKILLS •

Series 4	Combining Sentences using Conjunctions to write Compound Sentences - Meaning of Conjunctions
Series 5	Combining Sentences using Subordinate Conjunctions to write Complex Sentences (When, If, After, Because)
Series 6	Combining Sentences using additional Subordinate Clauses to write Complex Sentences - Inverting Clauses

• RUN-ON CORRECTION SKILLS •

Series 7	Correcting two and three Sentence Run-Ons isolating Fused Sentences and using Conjunctions to write Compound Sentences
Series 8	Correcting Run-Ons using Coordinating Conjunctions to write Complex Sentences

• ADDING DETAIL TO SENTENCE SKILLS •

Series 9	Adding Detail to Nouns and Verbs - Adjectives/Adverbs
Series 10	Adding Detail to Sentences - Adjectives/Adverbs/Adverbial Phrases
Series 11	Adding Detail to Sentences using Who, Which, That Adjective Clauses
Series 12	Adding Detail to Sentences using Appositives

• PARAGRAPH WRITING SKILLS •

Series 13	Writing Paragraphs focusing on Detail Sentences that state examples to support a Main Idea Sentence
Series 14	Writing Paragraphs focusing on Detail Sentences that state examples in time order to support a Main Idea Sentence
Series 15	Writing Paragraphs focusing on writing Main Idea Sentences
Series 16	Writing Paragraphs with a Main Idea that states an opinion and Detail Sentences that give reasons to support the opinion

Building Writing Competency

Page 1
Level 6
Series 1
Practice A

KINDS OF SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write the four kinds of sentences. We will write telling sentences (Declarative Sentences) using capitals and periods.

STUDY IT

STUDY CHART

We use four different kinds of sentences to say what we want to say or ask what we want to ask.

A telling sentence (Declarative Sentence) - Bigfoot is a skilled sentence writer.

A question sentence (Interrogative Sentence) -

How did Bigfoot learn to write? (asking for information)
Did he learn to write step by step? (asking for a yes or no)

A command or direction (Imperative Sentence) - Please help lift the box.

A statement or command showing strong feeling (Exclamatory Sentence) -

The door handle is turning!
Run to your room!

Because we learn step by step, today we will practice using telling sentences (Declarative Sentences).

A telling sentence begins with a capital and ends with a period.

REVIEW IT

1. We use ____ different kinds of sentences to say what we want to say or ask what we want to ask.
2. A telling sentence is called a __________ Sentence.
3. The ending punctuation of a telling sentence is a _________.
4. A question sentence is called an__________Sentence.
5. The ending punctuation of a question sentence is a _________ ______.
6. A command or direction is called an__________ Sentence.
7. A statement or command showing strong feeling is called an_________ Sentence.

Building Writing Competency

PRACTICE PAGE

Page 2
Level 6
Series 1
Practice A

INFORMATION CAVE

REMEMBER:
1. A telling sentence is a sentence that gives information.
2. A telling sentence must begin with a capital letter.
3. A telling sentence must have correct punctuation.
4. A telling sentence must have each word spelled correctly.

A telling sentence is called a Declarative Sentence.

We can arrange words into telling sentences.

EXTRA TIP: in water to warm like sharks swim

A. *Sharks like to swim in warm water.*

DIRECTIONS FOR 'TRY IT': On your separate paper arrange the words in A and B into telling sentences. Use the example in the Information Cave if you have trouble getting started. After you finish the TRY IT sentences, the teacher will check your sentences (or put correct sentences on the board). YOU MAY NOT GO ON UNTIL YOUR TRY IT SENTENCES ARE CORRECT.

A. in water to warm like sharks swim

______________________________.

B. Austin professional Tracy tennis plays

______________________________.

DIRECTIONS FOR 'WRITE IT': On your separate paper, arrange these words into telling sentences. Remember to capitalize and punctuate correctly.

1. tried the strike to pitcher the out batter

______________________________.

2. siren heard the during night a we

______________________________.

3. noon began before phone ringing the

______________________________.

4. in counting money his is he room

______________________________.

5. Forest in Hood Robin lived Sherwood

______________________________.

6. Lane drives old an Mr. truck Dodge

______________________________.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

KINDS OF SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will practice writing question sentences. We will practice using capitals and question marks.

STUDY IT

STUDY CHART

A question sentence is a sentence that needs an answer. They are called Interrogative Sentences.

Question sentences that begin with the question words who, what, where, when, why, and how ask for information.

Who won the race? Jack won the race.

WHO asks about a person.
WHAT asks about a thing.
WHEN asks about a time.
WHERE asks about a place.
WHY asks about a reason for something.
HOW asks about a way to do something.

Question sentences that begin with verbs usually ask for a YES or NO answer. Is Tom hungry? Yes, Tom is hungry. Answer with a complete sentence.

We can learn to write questions by changing the word order of a telling sentence to make it a question asking for YES OR NO:

Tom is hungry. Is Tom hungry?

...or for information:

You are the pitcher. Who is the pitcher?

REVIEW IT

1. A question sentence is a sentence that needs an _______.
2. A question sentence is called an ____________ ___________.
3. Question sentences that begin with the question words who, what, where, when, why, and how ask for _____________.
4. Question sentences that begin with ______ usually ask for a YES OR NO answer.
5. Change the word order of these sentences so that they are YES/NO question sentences:
   Tom is hungry.
   We are going to the park today.
6. Change the word order of these sentences, so that they are question sentences asking for information (you must add who, what, where, when, why, or how).
   Tom ate pancakes for breakfast.
   Tom felt badly because he ate too many pancakes.

Building Writing Competency

PRACTICE PAGE

Page 4
Level 6
Series 1
Practice B

INFORMATION CAVE

Questions that begin with verbs usually ask for a YES or NO answer. Questions that begin with who, what, where, when, why, and how usually ask for information.

We can make telling sentences into either information questions or YES/NO questions by changing the word order. We can do this by using who, what, where, when, why, and how, or a verb to begin the sentence.

FOR EXAMPLE: A. It will be finished on time. B. My bike is in the garage.

A. *Will it be finished on time?* (YES/NO QUESTION)
B. *What is in the garage?* (INFORMATION QUESTION)

DIRECTIONS FOR 'TRY IT': On your separate paper change the word order in each telling sentence to make it a question according to directions.

Use the extra tip in the Information Cave if you have trouble getting started. After you finish the TRY IT sentences, the teacher will check your sentences (or put correct sentences on the board). YOU MAY NOT GO ON UNTIL YOUR TRY IT SENTENCES ARE CORRECT.

A. It will be finished on time. ____(YES/NO QUESTION)____
B. My bike is in the garage. ____(INFORMATION QUESTION)____

DIRECTIONS FOR 'WRITE IT': Change the word order in each telling sentence below to make it a question according to directions. Write your questions on your separate paper.

1. The soccer meeting is at 3:00 p.m. When (INFORMATION QUESTION)
2. The Statue of Liberty is in New York Harbor. Where (INFORMATION QUESTION)
3. Wayne is going to run in the charity race. ____(YES/NO QUESTION)____
4. Ben and Joe are best friends. ____(YES/NO QUESTION)____
5. Pike's Peak is in the Colorado Rocky Mountains. (INFORMATION QUESTION)
6. The name of the book is Asking Questions. ____(INFORMATION QUESTION)____

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

KINDS OF SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write the four kinds of sentences. We will write command sentences and exclamatory sentences using periods and exclamation points.

STUDY IT

STUDY CHART

When we want to show excitement or strong feelings, a telling sentence may end with an exclamation point. Bigfoot is angry!

When we use the exclamation point, we have written an EXCLAMATORY SENTENCE. (Showing excitement, fear, joy, hate, or surprise.)

DO NOT USE TOO MANY EXCLAMATORY SENTENCES OR YOUR WRITING WILL BECOME CONFUSING.

Commands or directions can be written as a sentence without a subject.
Please go to the store.

When written with a period, these sentences are called IMPERATIVE SENTENCES.

As with telling sentences, a command sentence can be written with an exclamation point to show excitement, joy, hate, surprise, or fear.

Commands written this way are called EXCLAMATORY SENTENCES.
Watch out!

REVIEW IT

1. When we want to show excitement or strong feelings, a telling sentence may end with an __________ ______.
2. When we use the exclamation point, we have written an ________ ______.
3. An EXCLAMATORY SENTENCE shows __________, ____, ____, ____, or ______.
4. Do not use too many ________ _________ or your writing will become confusing.
5. Commands or directions can be written as a sentence without a ______.
6. When written with a period, these sentences are called _________ _________.
7. As with telling sentences a command sentence can be written with an __________ ______ to show excitement, joy, hate, surprise, or fear.
8. Commands written this way are called _________ _________.

Building Writing Competency

PRACTICE PAGE

Page 6
Level 6
Series 1
Practice C

INFORMATION CAVE

We can follow Bigfoot's directions to write different kinds of sentences.

A. Exclamatory sentence with a subject
   Bigfoot is coming to our class!

B. Command sentence with a period
   Please pass paper to the class.

C. A command written as an exclamatory sentence
   Swing the bat!

DIRECTIONS FOR 'TRY IT': On your separate paper, write an exclamatory sentence (with a subject), a command sentence (with a period), and a command written as an exclamatory sentence (without a subject).

As usual when you write your own sentences, you must spell every word correctly if it is on this paper, or if it is from your spelling lesson.

Use the extra tip in the Information Cave if you have trouble getting started. After you finish the TRY IT sentences, the teacher will check your sentences (or put correct sentences on the board). YOU MAY NOT GO ON UNTIL YOUR TRY IT SENTENCES ARE CORRECT.

A. Exclamatory sentence with a subject;

B. Command sentence with a period: (Remember: command sentences do not have a subject.)

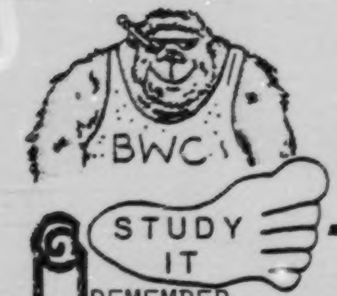
C. A command written as an Exclamatory Sentence:

DIRECTIONS FOR 'WRITE IT': On your separate paper, write the kind of sentence listed after 1- 7. As usual when you write your own sentences, you must spell every word correctly if it is on this paper, or if it is from your spelling lesson.

1. Command sentence with a period:
2. Exclamatory sentence with a subject:
3. Exclamatory sentence giving a command:
4. A telling sentence:
5. A question sentence using who, what, when, where, or why:
6. A question sentence using how:
7. A YES/NO question sentence:

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected *after* scores are marked.

KINDS OF SENTENCES - STUDY PAGE



OBJECTIVE

Step by step, we will practice writing telling sentences, question sentences, command sentences, and exclamatory sentences.

STUDY CHART

REMEMBER:

A DECLARATIVE SENTENCE tells something. The tire is flat.

INTERROGATIVE SENTENCES beginning with who, what, when, where, why, or how ask for information. Who is paper monitor?

INTERROGATIVE SENTENCES beginning with verbs (did, does, is, are have) usually ask for a YES or NO answer. Did you finish your writing?

Telling sentences can be written with an exclamation point to show strong feeling or excitement. These sentences are called EXCLAMATORY SENTENCES. My bike is not where I left it!

Commands or directions can be written without a subject. They are called IMPERATIVE SENTENCES. Please exchange papers.

Commands or directions can be written using an exclamation point to show strong feelings. These sentences are called EXCLAMATORY SENTENCES. Be careful!

REVIEW IT

1. A DECLARATIVE SENTENCE _____ something.
2. INTERROGATIVE SENTENCES beginning with who, what, when, where, why, or how ask for ____________.
3. INTERROGATIVE SENTENCES beginning with ____ (did, does, is, are, have) usually ask for a ___ or __ answer.
4. Telling sentences can be written with an ___________ _____ to show strong feeling or excitement.
5. These sentences are called _____________SENTENCES.
6. Commands or directions can be written without a ______.

Building Writing Competency

PRACTICE PAGE

Page 8
Level 6
Series 1
Practice D

INFORMATION CAVE

REMEMBER: We can write four different kinds of sentences to say what we want to say or ask what we want to ask.

FOR EXAMPLE:

A. A telling sentence: *Bigfoot is a skilled sentence writer.*

B. A question asking for information: *How did Bigfoot learn to write?*

C. A question asking for a YES or NO: *Did he learn to write step by step?*

D. A command or direction: *Please help lift the box.*

E. A telling sentence showing strong feeling: *The door handle is turning!*

F. A command or direction showing strong feeling: *Run to your room!*

Tomorrow is your first Mastery Test. The test will be very similar to the 'WRITE IT' for today!

DIRECTIONS FOR 'TRY IT': Write sentences to match the direction after each letter below. Try to make up your own sentences. Each sentence must have correct punctuation, and you must spell correctly all words from your spelling lessons.

Use the extra tip in the Information Cave if you have trouble getting started. After you finish the TRY IT sentences, the teacher will check your sentences (or put correct sentences on the board). YOU MAY NOT GO ON UNTIL YOUR TRY IT SENTENCES ARE CORRECT.

A. A command or direction: (REMEMBER: No subject)
B. A telling sentence showing strong feeling: (REMEMBER: Subject)
C. A command or direction showing strong feeling: (REMEMBER: No subject)

DIRECTIONS FOR 'WRITE IT': Write sentences to match the directions after each number below. Your sentences must be different from those in the Information Cave or 'TRY IT'.

1. A telling sentence:
2. A question asking for information:
3. A question asking for a YES or NO:
4. A command or direction: (REMEMBER: No subject)
5. A telling sentence showing strong feeling: (REMEMBER: Subject)
6. A command or direction showing strong feeling: (REMEMBER: No subject)

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

'WRITE IT' CORRECTING BANK

PRACTICE A: IF THE SENTENCE MAKES SENSE, COUNT IT AS CORRECT.

1. The pitcher tried to strike the batter out. (or strike out the batter)
2. We heard a siren during the night.
3. The phone began ringing before noon.
4. He is in his room counting money.
5. Robin Hood lived in Sherwood Forest.
6. Mr. Lane drives an old Dodge truck.

PRACTICE B:

1. When is the soccer meeting?
2. Where is the Statue of Liberty?
3. Is Wayne going to run in the charity race?
4. Are Ben and Joe best friends?
5. Where is Pike's Peak?
6. What is the name of the book?

PRACTICE C: (EXAMPLES OF CORRECT SENTENCES:)

1. Command sentence with a period: Please pass paper to the class.
2. Exclamatory sentence with a subject: Bigfoot is coming!
3. Exclamatory sentence giving a command: Swing the bat!
4. A telling sentence: Bigfoot is a skilled sentence writer.
5. A question sentence using who, what, when, where, or why: What time is it?
6. A question sentence using how: How old are you?
7. A YES/NO question sentence: Are you going to the party?

PRACTICE D: (EXAMPLES OF CORRECT SENTENCES:)

1. A telling sentence: John plays baseball.
2. A question asking for information: Where do you live?
3. A question asking for a YES or NO: Did you win the game?
4. A command or direction: Close the door.
5. A telling sentence showing strong feeling: The door handle is turning!
6. A command or direction showing strong feeling: Run to your room!

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

Page 10
Level 6
Series 1
Practice: Mastery Test

KINDS OF SENTENCES

- Read the directions and write your sentences on a separate paper.

- Write the directions after each number below on your paper. Next to each direction write your sentence.

1. A telling sentence: ______________________________
2. A question sentence asking for information: ______________ ____________________
3. A question sentence asking for a YES or NO: ______________ ____________________
4. A command or direction sentence: (REMEMBER: No subject) ____
5. A telling sentence showing strong feeling: (REMEMBER: subject) ____________________
6. A command or direction sentence showing strong feeling: ______ (REMEMBER: No subject) __________

Building Writing Competency

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Level 6
Series 2
Practice A

SENTENCE PARTS - STUDY PAGE

OBJECTIVE

Step by step, we will practice writing sentence parts. We will review the subject part of a sentence and learn that the main word in the COMPLETE subject is called the SIMPLE subject.

STUDY IT

STUDY CHART

There are two parts of a sentence: the subject and the predicate. We will be talking about subjects in this lesson. Every telling sentence has a subject. The subject is usually at the beginning of a sentence. The subject names which person or what thing the sentence is about. The subject part may have one word or more than one word.

SUBJECT

FOR EXAMPLE: 1. Bill went to the store. Bill names which person.

2. The blue statue is on the table. The blue statue names what thing.

The blue statue is called the COMPLETE subject. The COMPLETE subject is made up of all the words in the subject. Statue is the main word in the subject. The main word in the subject is called the SIMPLE subject.

REVIEW IT

1. There are ____ ______ of a sentence.
2. The subject is usually at the _________ of a sentence.
3. The subject names _____ _______ or _____ _____ the sentence is about.
4. The subject part may have ___ _____ or ____ than ___ ______.
5. The main word in the subject is called the _________ subject.
6. Tell the COMPLETE subjects and the SIMPLE subjects in these sentences, and tell whether they name which person or what thing.

The blue statue is on the table.
All ten players ate pizza.
The man in the boat waved. (very tricky)

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Building Writing Competency

PRACTICE PAGE

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Level 6
Series 2
Practice A

INFORMATION CAVE

REMEMBER: The subject part of a sentence names which person or what thing the sentence is about.

We can choose a subject from a SUBJECT LIST to complete a sentence. Then we can write whether the subject names which person or what thing

FOR EXAMPLE: SUBJECT LIST - the airplane - a man

(Which Person/What Thing)

A. ___ ________ landed on time. ____________________

The airplane landed on time. *(What Thing)*

B. ___ wore a strange hat. ____________________

A man wore a strange hat. *(Which Person)*

DIRECTIONS FOR 'TRY IT': On your separate paper, choose the subjects from the SUBJECT LIST below to write sentences with the words in A and B. Use each subject once. After each sentence, write whether the subject names which person or what thing.

Use the extra tip in the Information Cave if you have trouble getting started. After you finish the TRY IT sentences, the teacher will check your sentences (or put correct sentences on the board). YOU MAY NOT GO ON UNTIL YOUR TRY IT SENTENCES ARE CORRECT.

SUBJECT LIST: the airplane - a man

(Which Person/What Thing)

A. ___ ________ landed on time. ____________________

B. __ _____ wore a strange hat. ____________________

DIRECTIONS FOR 'WRITE IT': On your separate paper, choose the subjects from the SUBJECT LIST below to write sentences with the words below. After each sentence write whether the subject names which person or what thing.

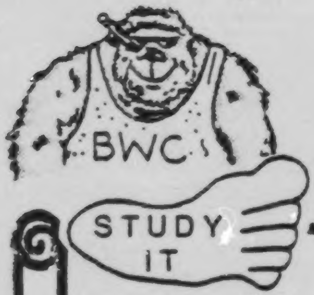
SUBJECT LIST: the baby - the earth - a bright light - many people
Juanita - spaceships

(Which Person/What Thing)

1. _________is very quiet. ____________________
2. _________circles the sun. ____________________
3. _________flashed in the sky. ____________________
4. _________travel through space. ____________________
5. _________takes beautiful pictures. ____________________
6. _________visited the museum. ____________________

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

SENTENCE PARTS - STUDY PAGE



OBJECTIVE

Step by step, we will write sentence parts. We will select SUBJECT words from other kinds of words. We will use SUBJECT words to write correct sentences.

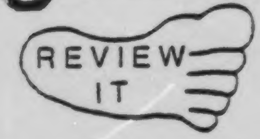
STUDY CHART

REMEMBER: A telling sentence has two parts: The SUBJECT and the PREDICATE. Today we will study only the subject part. The SUBJECT PART names which person or what thing.

We can choose SUBJECT words from a list of mixed words.

MIXED WORD LIST: John - hits - she - fell down - the boat

1. John names which person. It is the SUBJECT PART of a sentence.
2. She names which person. It is the SUBJECT PART of a sentence.
3. The boat names what thing. It is the SUBJECT PART of a sentence
4. Does hits or fell down name which person or what thing? NO!



1. The two parts of a sentence are the _______ and the ___________.
2. The SUBJECT PART tells ______ ________ or ___ _______.
3. John names______ ________. It is the ___________ PART of a sentence.
4. She names ______ _________. It is the _________ PART of a sentence.
5. The boat names ____ _______. It is the ________ ____ of a sentence.
6. Does hits name which person or what thing?
7. Does fell down name which person or what thing?
8. Today, you will use SUBJECTS from a list to write sentences. You will choose the SUBJECTS from a mixed list and write correct sentences. This is another step up from yesterday's lesson.

Building Writing Competency

PRACTICE PAGE

Page 14
Level 6
Series 2
Practice B

INFORMATION CAVE

REMEMBER: The SUBJECT part of the sentence names WHICH PERSON or WHAT THING.

We can pick Which Person subjects or What Thing subjects from a MIXED WORD LIST. After we use the subject in a sentence, we can add whether it names Which Person or What Thing.

MIXED WORD LIST: Carol - race - the cat - big

(Which Person/What Thing)

FOR EXAMPLE: A. Carol B. the cat
C. Carol won the spelling bee. (Which Person)

DIRECTIONS FOR 'TRY IT': Choose two subjects from the 'TRY IT' MIXED WORD LIST below and list them on your separate paper next to A and B. Then use one of your subjects to write a sentence with the words in C. After your sentence, tell whether the subject names which person or what thing.

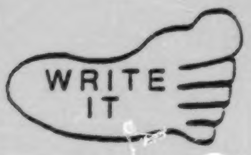
Use the extra tip in the Information Cave if you have trouble getting started. After you finish the TRY IT sentences, the teacher will check your sentences (or put correct sentences on the board). YOU MAY NOT GO ON UNTIL YOUR TRY IT SENTENCES ARE CORRECT.

'TRY IT' MIXED WORD LIST: Carol - race - the cat - big

(Which Person/What Thing)

A. ____________ B. ____________

C. _________ won the spelling bee. ______________________



DIRECTIONS FOR 'WRITE IT': On your separate paper, choose the three subjects from the list below and write them for number one, two, and three. Then use the three subject words to write a sentence with the words in four, five, and six. After each sentence, tell whether the subject names which person or what thing.

'WRITE IT' MIXED WORD LIST: a long train - built - the animal - the boy - walk

1. ______________
2. ______________
3. ______________

NOW USE YOUR SUBJECTS. (Which Person/What Thing)

4. ______________ paced in the cage. ______________________
5. ______________ attended the game. ______________________
6. ______________ pulled into the station. ______________________

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

SENTENCE PARTS - STUDY PAGE

OBJECTIVE

Step by step, we will learn to write sentence parts. We will select PLURAL SUBJECT words from other kinds of words. We will use PLURAL SUBJECT words to write correct sentences.

STUDY IT

STUDY CHART

REMEMBER: Plural means more than one. A plural subject means there is more than one person or thing in the subject part of the sentence. The plural SUBJECT PART names which persons or what things. Remember to add the s to which persons or what things when the SUBJECT is plural.

We can pick PLURAL SUBJECT words from a list of mixed words.

MIXED WORD LIST: explorers - ran - spaceships - travel - - the children -

1. Explorers name which persons. It is the PLURAL SUBJECT part of a sentence.
2. Spaceships name what things. It is the PLURAL SUBJECT part of a sentence.
3. The children name which persons. It is the PLURAL SUBJECT part of a sentence.
4. Does ran or travel name which persons or what things? NO!

REVIEW IT

1. Plural means more than ____.
2. A _______ ________ means there is more than one person or thing in the subject part of the sentence.
3. The PLURAL SUBJECT part names ______ _________ or _____ _______.
4. Explorers name _____ ________. It is the _______ _______ part of a sentence.
5. Spaceships name ____ _______. It is the PLURAL SUBJECT part of a sentence.
6. The children name ___ _______. It is the PLURAL SUBJECT part of a sentence.

Building Writing Competency

PRACTICE PAGE

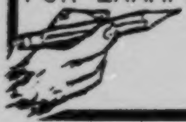
INFORMATION CAVE

We can practice choosing PLURAL SUBJECT words from a list to complete sentences. Then we can tell whether the PLURAL SUBJECTS name which persons or what things.

MIXED WORD LIST: the friends - fell - explained - the cows

(Which Persons/What Things)

FOR EXAMPLE: A. *The friends* B. *The cows*



C. *The friends started a stamp club.* *(Which Persons)*

DIRECTIONS FOR 'TRY IT': Choose the two SUBJECTS from the 'TRY IT' MIXED LIST below and list them on your separate paper. Then use one of the subjects from your list to write a sentence with the words in C. After your sentence, tell whether the subject names which persons or what things.

Use the extra tip in the Information Cave if you have trouble getting started. After you finish the TRY IT sentences, the teacher will check your sentences (or put correct sentences on the board). YOU MAY NOT GO ON UNTIL YOUR TRY IT SENTENCES ARE CORRECT.

'TRY IT' MIXED LIST: the friends - fell - explained - the cows

A. ________ B. ________ (Which Persons/What Things)

C. ________ started a stamp club. ________

DIRECTIONS FOR 'WRITE IT': On your separate paper, choose subject parts from the 'WRITE IT' MIXED LIST to write sentences with the words below. After each sentence, tell whether the subject names which persons or what things.

'WRITE IT' MIXED LIST: the letters - speak - the pilots - work - machines

SUBJECTS: 1. ________
2. ________
3. ________

NOW USE YOUR PLURAL SUBJECTS: (Which Persons/What Things)

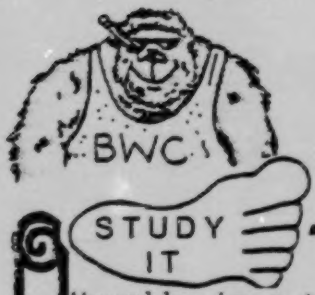
4. ________ make work easier for man. ________

5. ________ flew their planes with ease. ________

6. ________ were stamped and ready to mail. ________

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

SENTENCE PARTS - STUDY PAGE



OBJECTIVE

Step by step, we will learn to write sentence parts. We will learn how to find subject parts of a question sentence.

STUDY CHART

Usually in a telling sentence you find the subject part at the beginning of the sentence. When you ask a YES or NO question, the subject often comes after the first word of a sentence.

FOR EXAMPLE: Did the carpenter paint the house?

Notice that the subject the carpenter comes after the first word of the sentence.

If we change a YES or NO question sentence into a telling sentence, it is easier to find the subject.

Does Paul have his pencil? Paul does have his pencil.

Can Janice help in the classroom? Janice can help in the classroom.

Try changing these sentences from question sentences to telling sentences.

Is Anthony at school?

Did the boy finish his work?

Can she jump rope?

1. Usually in a _______ _________ you find the subject part at the _____________ of the sentence.

2. When you ask a YES or NO ________, the ________ often comes after the first _____ of a ___________.

3. In the sentence Did the carpenter paint the house?, the subject comes _______ the first word of the sentence.

Building Writing Competency

PRACTICE PAGE

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Level 6
Series 2
Practice D

INFORMATION CAVE

REMEMBER: A telling sentence usually has the subject part at the beginning of the sentence. In a YES or NO question sentence, the subject part is usually after the first word of the sentence. To make it easier to find the subject of a YES or NO question sentence, we can change the sentence into a telling sentence. Then we can tell whether the subject names which person or what thing.

(Which Person/What Thing)

FOR EXAMPLE: Did the artist paint the mural?

A. *The artist did paint the mural.* *(Which Person)*

DIRECTIONS FOR 'TRY IT': On a separate paper, rewrite the question sentences as telling sentences. After the sentence, tell whether the subject names which person or what thing.

Use the extra tip in the Information Cave if you have trouble getting started. After you finish the TRY IT sentences, the teacher will check your sentences (or put correct sentences on the board). YOU MAY NOT GO ON UNTIL YOUR TRY IT SENTENCES ARE CORRECT.

(Which Person/What Thing)

Did the artist paint the mural?
A. ______________________ ______________________

Can his car win the race?
B. ______________________ ______________________

DIRECTIONS FOR 'WRITE IT': On a separate paper, rewrite the question sentences as telling sentences. After the sentence, tell whether the subject names which person or what thing.

(Which Person/What Thing)

Did your sister visit the museum?
1. ______________________ ______________________

Does Gary play soccer?
2. ______________________ ______________________

Has Judy received her new typewriter?
3. ______________________ ______________________

Was his Aunt Fanny a plumber?
4. ______________________ ______________________

Is our car in the garage?
5. ______________________ ______________________

Does the pizza taste as good as it smells?
6. ______________________ ______________________

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

'WRITE IT' CORRECTING BANK

PRACTICE A: (Accept all sentences that make sense.)

1. The baby is very quiet. (Which Person)
2. The earth circles the sun. (What Thing)
3. A bright light flashed in the sky. (What Thing)
4. Spaceships travel through space. (What Thing)
5. Juanita takes beautiful pictures. (Which Person)
6. Many people visited the museum. (Which Persons)

PRACTICE B:

1. a long train
2. the animal
3. the boy
4. The animal paced in the cage. (What Thing)
5. The boy attended the game. (Which Person)
6. A long train pulled into the station. (What Thing)

PRACTICE C:

1. the letters
2. the pilots
3. machines
4. Machines make work easier for man. (What Things)
5. The pilots flew their planes with ease. (Which Persons)
6. The letters were stamped and ready to mail. (What Things)

PRACTICE D: (Accept any telling sentence that makes sense.)

1. Your sister did visit the museum. OR My sister visited the museum. (Which Person)
2. Gary does play soccer. (Which Person)
3. Judy has received her new typewriter. (Which Person)
4. His Aunt Fanny was a plumber. (Which Person)
5. Our car is in the garage. (What Thing)
6. The pizza does taste as good as it smells. (What Thing)

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

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Level 6
Series 2
Practice: Mastery Test

SENTENCE PARTS - SUBJECTS

Read the directions and write your sentences on a separate paper.

Choose the subjects from the MIXED WORD LIST below. Then use the three subjects to write correct sentences with the words below. After each sentence, tell whether the subject names Which Person(s) or What Thing(s).

MIXED WORD LIST: a long train - built - the animals - many people - walk

(Which Person(s)/What Things(s))

1. ____________ paced in the cage. ______________________________
2. ____________ attended the game. ______________________________
3. ____________ pulled into the station. ______________________________

Rewrite the YES or NO question sentences as telling sentences. After the sentence, tell whether the subject names Which Person or What Thing.

(Which Person/What Thing)

Did your sister visit the museum?

4. ______________________________ ______________________

Is our car in the garage?

5. ______________________________ ______________________

Has Judy received her new typewriter?

6. __________________________________ ______________________

Building Writing Competency

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Level 6
Series 3
Practice A

SENTENCE PARTS - STUDY PAGE

BWC
STUDY IT

OBJECTIVE

Step by step, we will write SENTENCE PARTS. We will review past tense (time) action VERBS.

STUDY CHART

REMEMBER: The subject part of the sentence names WHICH PERSON or WHAT THING. The PREDICATE part of the sentence tells what the subject DOES, IS, or HAS.

SUBJECT	PREDICATE	
John	plays soccer.	(tells what John DOES)
My uncle	has a farm.	(tells what my uncle HAS)
The window	is broken.	(tells what the window IS)

DOES PREDICATES usually have action verbs, so we say they tell action done by the subject.

IS and HAS PREDICATES are easy to identify and describe. The predicates begin with the word IS or HAS, and they tell what the subject IS or HAS.

REMEMBER: The verb and the other words in the predicate are called the COMPLETE PREDICATE. The VERB word or words are called the SIMPLE PREDICATE.

1. The subject part of the sentence names _____ _______ or _____ ______.
2. The PREDICATE part of the sentence tells what the subject ____, __, or ____.
3. DOES PREDICATES usually have _____ verbs so we say they tell action done by the subject.
4. IS and HAS PREDICATES are easy to identify and describe. The predicates begin with the word __ or ___ and they tell what the subject __ or ___.
5. The verb and the other words in the predicate are called the ________ PREDICATE.
6. The VERB word or words are called the ______ PREDICATE.

Building Writing Competency

PRACTICE PAGE

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Level 6
Series 3
Practice A

INFORMATION CAVE

We can BUILD sentences according to Bigfoot's directions. We can use SUBJECTS and PREDICATES from a SUBJECT and PREDICATE MIXED LIST.

FOR EXAMPLE: SUBJECT and PREDICATE MIXED LIST - he - the record player repairs automobiles - is in our classroom

A. WHAT THING SUBJECT and IS PREDICATE

The record player is in our classroom.

DIRECTIONS FOR 'TRY IT': Use subjects and predicates from the SUBJECT AND PREDICATE MIXED LIST to match Bigfoot's directions after A and B. Write your sentences on your separate paper. YOUR SENTENCES WILL NOT BE CORRECT UNLESS THEY MAKE SENSE.

SUBJECT AND PREDICATE MIXED LIST: repairs automobiles - he - the record player - is in our classroom

A. WHAT THING SUBJECT and IS PREDICATE: ______________________________.

B. WHICH PERSON SUBJECT and DOES PREDICATE: __________________________.

DIRECTIONS FOR 'WRITE IT': Use the subjects and predicates from the SUBJECT AND PREDICATE MIXED LIST to match the sentence building directions in 1-6. The words will fit in more than one place, BUT use each subject and predicate ONLY ONCE. Your sentences will not be correct unless they make sense.

SUBJECT AND PREDICATE MIXED LIST: my dog - is our class president - the red bicycle - has many fond memories - Mary - is for racing - barks at the moon - the sixth grade teacher - the large, empty field the spry old man - has a For Sale sign on the fence - coaches soccer

1. WHAT THING SUBJECT and DOES PREDICATE
2. WHAT THING SUBJECT and IS PREDICATE
3. WHAT THING SUBJECT and HAS PREDICATE
4. WHICH PERSON SUBJECT and DOES PREDICATE
5. WHICH PERSON SUBJECT and IS PREDICATE
6. WHICH PERSON SUBJECT and HAS PREDICATE

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

SENTENCE PARTS - STUDY PAGE

OBJECTIVE

Step by step, we will write SENTENCE PARTS.
We will review past tense (time) action VERBS.

STUDY IT

STUDY CHART

REMEMBER: The PREDICATE tells what the subject DOES, IS, or HAS.

DOES tells about present tense (time). The present tense means now. DOES also has a past tense form, DID. Past tense shows what happened in the past. Many times the present tense form is changed to the past tense by using ed to end the verb (picks becomes picked). Other times the present tense form is changed to past tense by using a different form of the VERB (is changes to was - has changes to had).

Today we will practice using verbs that use ed for the past tense form.

Tom picked the apples. ...picked the apples is a DID predicate and tells about past time. The VERB ends with ed.

Bigfoot needed more pencils. ...needed more pencils is a DID predicate because the VERB ends with ed. It tells past time.

REMEMBER: The VERB is the most important word in the predicate. It is the only word in the predicate that tells tense.

REVIEW IT

1. The PREDICATE tells what the subject ___, ___, or ____.
2. DOES tells about present _____ (time).
3. The present tense means ____.
4. DOES also has a past tense form, ____.
5. Past tense shows what happened in the ____.
6. Many times the present tense form is changed to the past tense by using ___ to end the VERB.
7. Other times the present tense form is changed to past tense by using a different ____ of the VERB.
8. Today we will practice using verbs that use __ for the past tense form.
9. The VERB is the most important _____ in the predicate.

Building Writing Competency

PRACTICE PAGE

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Level 6
Series 3
Practice B

INFORMATION CAVE

REMEMBER: Present tense means the action takes place now. Past tense means the action took place in the past.

We can choose predicates from a PREDICATE LIST and use them to write correct sentences. We can rewrite the VERB and label whether it tells present or past tense.

Like this: PREDICATE LIST: plays well - worked hard

EXTRA TIP: The repairman ______ ____. (VERB - Present or Past)

A. *The repairman worked hard.* *(worked - Past)*

DIRECTIONS FOR 'TRY IT': Choose predicates from the list below and use them with the words in A and B to write correct sentences. After each sentence rewrite the VERB and label whether it tells present or past tense.

PREDICATE LIST: plays well - worked hard

A. The repairman ______ ____. (VERB - Present or Past)

B. The drummer _____ ____. (VERB - Present or Past)

DIRECTIONS FOR 'WRITE IT': Choose predicates from the list below and use them with the words in one through six to write correct sentences. After each sentence rewrite the VERB and label whether it tells present or past.

PREDICATE LIST: raced past - needs repair - weeds the garden delivered the diamonds - watched the deer - lands on the runway -

VERB - Present/Past

1. The watch _____ ______. ( )
2. The jeweler _________ ___ ________. ( )
3. The hunter _______ ___ ____. ( )
4. The gardener _____ ___ ______. ( )
5. The plane _____ __ ___ ______. ( )
6. The firemen _____ ____. ( )

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

SENTENCE PARTS - STUDY PAGE

OBJECTIVE

Step by step, we will write SENTENCE PARTS.
We will review past tense (time) LINKING VERBS.

STUDY IT

STUDY CHART

REMEMBER: The PREDICATE tells what the subject DOES, DID, IS, or HAS. We know that PREDICATES with DOES VERBS show action by the subject.

Predicates with IS VERBS do not show action. IS is called a Linking VERB. It links the subject with other words to tell what the subject IS, or IS LIKE. The past tense form of IS is WAS.

Subject	Linking VERB	Nouns/adjectives	Tense
The man	is	a policeman.	present
The dog	was	hungry and tired.	past

The present and past forms of the VERB TO BE are:

He, She, It	is	happy.	present
They, We, You	are	puzzled.	present
I	am	here.	present
I, She, He	was	the team captain.	past
You, We, They	were	not tired.	past

REVIEW IT

1. The PREDICATE tells what the subject ____, ___, __, or ___.
2. We know that PREDICATES with DOES VERBS show _____ by the subject.
3. Predicates with IS VERBS do ___ show action.
4. IS is called a _______ VERB.
5. IS links the subject with other words to tell what the subject __ or __ ____.
6. The past tense form of IS is ___.

Building Writing Competency

PRACTICE PAGE

Page 26
Level 6
Series 3
Practice C

INFORMATION CAVE

We can practice using IS/ARE or WAS/WERE predicates and write whether they are present or past tense. Choose the predicate from the PREDICATE LIST. After each sentence, rewrite the VERB and label whether it tells present or past tense. Like this:

PREDICATE LIST: is here - was the answer

A. Fourteen ___ ___ _______. (IS or ARE - Present)
(WAS or WERE - Past)

EXTRA TIP: *Fourteen was the answer. (WAS - Past)*

DIRECTIONS FOR 'TRY IT': Choose predicates from the PREDICATE LIST and use with the words in A and B to write correct sentences. After each sentence, rewrite the VERB and label whether it is present or past.

PREDICATE LIST: is here - was the answer

A. Fourteen ___ ___ _______. (IS/ARE or WAS/WERE - Present or Past)
B. The mail ___ ____. (IS/ARE or WAS/WERE - Present or Past)

DIRECTIONS FOR 'WRITE IT': Choose predicates from the PREDICATE LIST and match them with the correct subject to form a sentence. After each sentence rewrite the verb and label whether it tells present or past.

PREDICATE LIST: is messy - was very helpful - was stamp collecting were good students - was a gardener - is cold - are hungry

(IS/ARE or WAS/WERE - Present or Past)

1. My room ___ _______. ( )
2. The freezer ___ ______. ( )
3. My hobby ___ ____ _________. ( )
4. The teacher ___ _____ ________. ( )
5. My brothers ____ _____ ________. ( )
6. My grandmother ____ __ _________. ( )
7. They ____ _________. ( )

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

SENTENCE PARTS - STUDY PAGE

OBJECTIVE

Step by step, we will write SENTENCE PARTS.
We will review the past tense of the verb TO HAVE.

STUDY IT

STUDY CHART

We say that HAS PREDICATES use a form of the VERB HAVE. The present form of the VERB is HAS when used with a singular noun or he, she, it.

She has a cold. The kitten has blue eyes. It has grey fur.

The present form of the VERB is HAVE when used with a plural noun or I, you, we, they.

We have colds. The kittens have blue eyes. They have grey fur.

In the past tense, the form of the VERB have is always had.

REVIEW IT

1. The PREDICATE tells what the subject DOES, ___, IS, ___ or HAS.
2. We say that HAS PREDICATES use a form of the VERB ____. The present form of the VERB is ___ when used with a singular noun or he, she, it.
3. The present form of the VERB is HAVE when used with a ______ subject or I, you, we, they.
4. In the past tense, the form of the VERB ____ is always ___.

Building Writing Competency

PRACTICE PAGE

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Series 3
Practice D

INFORMATION CAVE

Remember: Predicates tell what is said about the subject. We will practice writing HAS-HAD predicates.

We can choose HAS and HAD predicates from a PREDICATE LIST and use them to write correct sentences. Then we can add whether the PREDICATE tells HAS-Present or HAD-Past. Like this:

PREDICATE LIST: has a carnival today - had twenty math problems

EXTRA TIP: A. The school ___ _ _______ _____. (HAS/HAD - Present/Past)

A. The school has a carnival today. (Has-Present)

TRY IT

DIRECTIONS FOR 'TRY IT': Choose predicates from the PREDICATE LIST and use them to write correct sentences with the words in A and B. After each sentence, write whether the predicate tells HAS - Present or HAD - Past.

PREDICATE LIST: has a carnival today - had twenty math problems

A. The school ___ _ ________ _____. (HAS/HAD - Present/Past)

B. The computer lesson ___ _____ ____ _______. (HAS/HAD - PRESENT/Past)

WRITE IT

DIRECTIONS FOR 'WRITE IT': Choose predicates from the PREDICATE LIST and use them to write correct sentences with the words in one through six. After each sentence, write whether the predicate tells HAS-Present or HAD-Past.

PREDICATE LIST: has many tall buildings - had a colorful boat
had three teeth pulled - has too many mistakes
has a good hitter - had a worm

(HAS/HAD - Present/Past)

1. The bird ___ _ ____. ( )
2. Your paper ___ ___ ____ ________. ( )
3. The fisherman ___ _ ________ ____. ( )
4. New York ___ ___ ____ _________. ( )
5. The team ___ _ ____ ______. ( )
6. Ricky ___ _____ _____ ______. ( )

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

'WRITE IT' CORRECTING BANK

PRACTICE A: ACCEPT ALL SENTENCES THAT MAKE SENSE.

1. My dog barks at the moon.
2. The red bicycle is for racing.
3. The large, empty field has a For Sale sign on the fence.
4. The sixth grade teacher coaches soccer.
5. Mary is our class president.
6. The spry old man has many fond memories.

PRACTICE B:

1. The watch needs repair. (needs - Present)
2. The jeweler delivered the diamonds. (delivered - Past)
3. The hunter watched the deer. (watched - Past)
4. The gardener weeds the garden. (weeds - Present)
5. The plane lands on the runway. (lands - Present)
6. The firemen raced past. (raced - Past)

PRACTICE C.

1. My room is messy. (is - Present)
2. The freezer is cold. (is - Present)
3. My hobby was stamp collecting. (was - Past)
4. The teacher was very helpful. (was - Past)
5. My brothers were good students. (were - Past)
6. My grandmother was a gardener. (was - Past)
7. They are hungry. (are - Present)

PRACTICE D on other side

PRACTICE D:

1. The bird had a worm. (HAD - Past)
2. Your paper has too many mistakes. (HAS - Present)
3. The fisherman had a colorful boat. (HAD - Past)
4. New York has many tall buildings. (HAS - Present)
5. The team has a good hitter. (HAS - Present)
6. Ricky had three teeth pulled. (HAD - Past)

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

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Level 6
Series 3
Practice: Mastery Test

PREDICATES - DOES - DID
IS - WAS
HAS - HAD

- Read the directions and write your sentences on a separate paper.
- From the PREDICATE LIST below, choose predicates with verbs and tense to match Bigfoot's directions. Use them to write sentences with the subjects in 1-6. After each sentence, rewrite the verb and label past or present tense.

PREDICATE LIST

PREDICATES WITH ACTION VERBS: delivered the diamonds - lands on the runway - landed on the runway

PREDICATES WITH LINKING VERBS: is messy - was messy - are good students - were good students

PREDICATES WITH A FORM OF THE VERB HAVE: have a puppy - had a puppy - has many tall buildings - had many tall buildings

1. The plane (action verb, present tense) (verb, tense)
2. The jeweler (action verb, past tense) (verb, tense)
3. My room (linking verb, past tense) (verb, tense)
4. They (linking verb, present tense) (verb, tense)
5. New York (form of verb have, present tense) (verb, tense)
6. We (form of verb have, past tense) (verb, tense)

Building Writing Competency

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Level 6
Series 4
Practice A

SENTENCE COMBINING - STUDY PAGE

OBJECTIVE

Step by step, we will write COMPOUND SENTENCES.

We will write COMPOUND SENTENCES using the conjunctions and, but, so, or to join two related sentences.

STUDY IT

STUDY CHART

When two separate sentences are related (their ideas go together), we can use the conjunctions and, but, so, or to join them into one sentence.

I ran over a nail. My tire went flat. I ran over a nail, and my tire went flat.

Using and, but, so, or SIGNALS how the two ideas are related. When we use and, but, so, or to write two ideas into one sentence, it is called a COMPOUND SENTENCE.

Using COMPOUND SENTENCES is a useful tool to help you mix your sentences, but do not string too many COMPOUND SENTENCES together, one after another.

We use a comma in front of the conjunctions and, but, so, or.

Do not use and, but, so, or to join more than two related sentences. Remember that using these conjunctions to join three related sentences would create an AND-AND RUN-ON.

I ran over a nail, and my tire went flat, and I was late for school.

You have written an AND-AND RUN-ON. Bigfoot doesn't like RUN-ONS.

REVIEW IT

1. When two separate sentences are related (their ideas go together), we can use the conjunctions ____, ___, __, __ to join them into one sentence.
2. Using and, but, so, or ________ how the two ideas are related.
3. When we use and, but, so, or to write two ideas into one sentence, it is called a ________ SENTENCE.
4. Using COMPOUND SENTENCES is a useful tool to help you mix your sentences, but do not string too many COMPOUND SENTENCES ________, one after another.
5. We use a ______ in front of the conjunctions and, but, so, or.
6. Do not use and, but, so, or to join more than ___ related sentences.
7. Remember that using these conjunctions to join three related sentences would create an ___-___ RUN-ON.
8. Bigfoot doesn't like ____ ___.

Building Writing Competency

PRACTICE PAGE

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Level 6
Series 4
Practice A

INFORMATION CAVE

The conjunctions and, but, so, or help signal how the two ideas in a COMPOUND SENTENCE are related.

We can learn to write better COMPOUND SENTENCES by choosing a sentence that relates to another sentence and matches the SIGNAL of the conjunction. FOR EXAMPLE: It is cold. I was not frightened.

A. The fire is out, and __ __ ____. *The fire is out, and it is cold.*

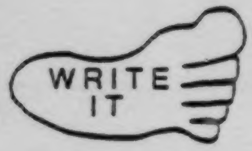
B. I heard a noise, but _ ___ ___ ________. *I heard a noise, but I was not frightened.*

DIRECTIONS FOR 'TRY IT': Find a sentence in the Sentence Bank that relates to (goes together with) the sentence and conjunction in A and B. Write them together on your separate paper as a COMPOUND SENTENCE.

SENTENCE BANK: It is cold. I was not frightened.

A. The fire is out, and __ __ _____.

B. I heard a noise, but _ ___ ___ ___________.



DIRECTIONS FOR 'WRITE IT': Find a sentence in the Sentence Bank that relates to one of the sentences and conjunctions in one through six. Write them together on your separate paper as COMPOUND SENTENCES.

SENTENCE BANK: His friends were proud of him. - The air felt warm. - The dog will get out. - The saucer is broken. - It was filled with water. - Harold rowed across the lake.

1. It was cloudy, but . . .
2. Harry won a prize, so . . .
3. The cup is here, but . . .
4. We must close the gate, or . . .
5. We hurried to the boat, and . . .
6. We hurried to the boat, but . . .

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

SENTENCE COMBINING - STUDY PAGE

OBJECTIVE

Step by step, we will write COMPOUND SENTENCES. We will use the conjunctions and, but, so, and or to signal how two ideas relate.

STUDY IT

STUDY CHART

When we use the conjunctions and, but, so, or to join two related ideas, we signal how the two ideas are related. Our COMPOUND SENTENCE will be clearer than if the two ideas had been written as separate sentences. When two sentences are written into a COMPOUND SENTENCE, the two sentences are called CLAUSES.

AND signals: What is coming next is just as important as what was just said.

The day was quite warm, and the snow began to melt.

BUT signals: Pay attention! What is coming next is different.

Mitch enjoyed the program, but I did not like it.

OR signals: One or the other! It means a choice.

You must eat properly, or you will not feel well.

SO signals: What is coming next is the result of what I just told you (as if you said because of that).

The sun came out, so we went swimming.

REVIEW IT

1. When we use the conjunctions ___, ____, __, __ to join two related ideas, we _______ how the ideas are related.
2. Our _________ SENTENCE will be clearer than if the two ideas had been written as ________ sentences.
3. Two sentences written together into a COMPOUND SENTENCE are called ________.
4. ____ signals: What is coming next is just as important as what was just said.
5. ____ signals: Pay attention! What is coming next is different.
6. ___ signals: One or the other! It means a choice.
7. ___ signals: What is coming next is the result of what I just told you.

Building Writing Competency

PRACTICE PAGE

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Level 6
Series 4
Practice B

INFORMATION CAVE

We can use the information signaled by a conjunction to write the second clause in a COMPOUND SENTENCE. Remember that the second clause in a COMPOUND SENTENCE must have both a subject and a predicate.

FOR EXAMPLE: A. I heard a sound, and ... (additional idea)

I heard a sound, and my dog barked.

B. I heard a sound, but ... (contrasting idea)

I heard a sound, but my dog did not awaken.

TRY IT

DIRECTIONS FOR 'TRY IT': Think of clauses to relate with the clauses in A and B. Make sure that they match the signal of the conjunction. Write the COMPOUND SENTENCE on your separate paper.

A. I heard a sound, and ...
B. I heard a sound, but ...

WRITE IT

DIRECTIONS FOR 'WRITE IT': Think of a clause to relate to each clause in 1-6 below. Make sure that your clause relates in the way signaled by the conjunction. Write the COMPOUND SENTENCE on your separate paper.

1. It was very hot, and ...
2. It was very hot, but ...
3. It might rain, so ...
4. I read this story, and ...
5. I read this story, but ...
6. You can read your book, or ...

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

SENTENCE COMBINING - STUDY PAGE

OBJECTIVE

Step by step, we will write COMPOUND SENTENCES.

STUDY IT

STUDY CHART

We have written COMPOUND SENTENCES that relate in four ways:

1. The second clause is added to the first clause.
   Learning step by step is easy, and my writing is improving.
   AND is the conjunction that signals an added idea.
2. The second clause is a contrast to the first clause.
   John does not like science, but he likes language.
   BUT is the conjunction that signals a contrast idea.
3. The second clause is a one or the other choice to the first clause.
   I will remind him of the party, or he might forget to buy a present.
   OR is the conjunction that signals a choice idea.
4. The second clause is the result of the first clause.
   The morning was cold, so we wore our down jackets.
   SO is the conjunction that signals a result idea.

REVIEW IT

1. We have written COMPOUND SENTENCES that relate in _____ ways.
2. In sentence number 1, the second clause is ________ to the first clause.
3. _____ is the conjunction that signals an added idea.
4. In sentence number 2, the second clause is a _______ to the first clause.
5. ____ is the conjunction that signals a contrast idea.
6. In sentence number 3, the second clause is a one or the other _____ to the first clause.
7. ____ is the conjunction that signals a ______ idea.
8. In sentence number 4, the second clause is the _____ of the first clause.
9. ____ is the conjunction that signals a result idea.

Building Writing Competency

PRACTICE PAGE

INFORMATION CAVE

We can write COMPOUND SENTENCES with clauses that relate in four ways:

ADDITION using and as the signal.
CONTRAST using but as the signal.
CHOICE using or as the signal.
RESULT using so as the signal.

We must remember to use a subject and predicate for both clauses and to use a comma between the first clause and the conjunction.

FOR EXAMPLE:

ADDITION	(and)	*Learning step by step is easy, and my writing is improving.*
CONTRAST	(but)	*John does not like science, but he likes language.*
CHOICE	(or)	*I will remind him of the party, or he might forget to buy a present.*
RESULT	(so)	*I finished my book, so I took it back to the library.*

DIRECTIONS FOR 'TRY IT': Write a COMPOUND SENTENCE with clauses that relate according to the directions after A and B. Try to think up different sentences from those in the Information Cave.

A. (Second clause is an ADDITION - AND).
B. (Second clause is a CONTRAST - BUT).

DIRECTIONS FOR 'WRITE IT': Write a COMPOUND SENTENCE with clauses that relate in the way written after 1-6 below. Think of your own sentences.

To be correct, your sentences must: 1. make sense 2. follow WRITE IT directions 3. follow all rules you have learned in earlier language lessons 4. have all words spelled properly if they are on this lesson, or if they have been on your spelling lesson.

1. (Second clause is an ADDITION - AND).
2. (Second clause is a CONTRAST - BUT).
3. (Second clause is a CHOICE - OR).
4. (Second clause is an ADDITION - AND).
5. (Second clause is a CONTRAST - BUT).
6. (Second clause is a RESULT - SO).

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

SENTENCE COMBINING - STUDY PAGE

OBJECTIVE

Step by step, we will write COMPOUND SENTENCES.

STUDY IT

STUDY CHART

REMEMBER:

The conjunction AND signals the next clause is added or continued.
The conjunction BUT signals the next clause is different or a contrast.
The conjunction OR signals the next clause is a one or the other choice.
The conjunction SO signals the next clause is a result or a therefore.

We will learn that COMPOUND SENTENCES provide us with another tool to help us mix and vary our sentences. Mixing and varying our sentences helps make our writing interesting, and it gives us another step in being able to say what we want to say or need to say.

Different ideas need different sentences if they are to be expressed clearly.

REVIEW IT

1. The conjunction AND signals the next clause is ______ or ________.
2. The conjunction BUT signals the next clause is ________ or a _______.
3. The conjunction OR signals the next clause is a ___ or the _____ ______.
4. The conjunction SO signals the next clause is a ______ or a _________.
5. We will learn that COMPOUND SENTENCES provide us with another tool to help us ___ and _____ our sentences.
6. Mixing and varying our sentences helps make our writing interesting, and it gives us another step in being able to say what we ____ to say or _____ to say.
7. Different ideas need different sentences if they are to be expressed __________.

Building Writing Competency

PRACTICE PAGE

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Level 6
Series 4
Practice D

INFORMATION CAVE

We can write COMPOUND SENTENCES with clauses that relate in four ways:

ADDITION using and as the signal.
CONTRAST using but as the signal.
CHOICE using or as the signal.
RESULT using so as the signal.

We must remember to use a subject and predicate for both clauses and to use a comma between the first clause and the conjunction.

FOR EXAMPLE: ADDITION (and) - *I cooked dinner, and everything tasted just right.*

CONTRAST (but) - *I cooked dinner, but my brother locked himself in his room.*
CHOICE (or) - *He can eat what I have cooked, or I can fry a goldfish for him.*
RESULT (so) - *My dad and mom tasted my cooking, so we are going out for pizza.*

DIRECTIONS FOR 'TRY IT': Write a COMPOUND SENTENCE with clauses that relate in the way written after A and B. Try to think up different sentences from those in the Information Cave.

A. (Second clause is an ADDITION - AND).
B. (Second clause is a CONTRAST - BUT).

DIRECTIONS FOR 'WRITE IT': Write a COMPOUND SENTENCE with clauses that relate in the way written after 1-6 below. Think of your own sentences.

To be correct, your sentences must: 1. make sense 2. follow WRITE IT directions 3. follow all rules you have learned in earlier language lessons 4. have all words spelled properly if they are on this lesson, or if they have been on your spelling lesson.

1. (Second clause is an ADDITION - AND).
2. (Second clause is a CONTRAST - BUT).
3. (Second clause is a CHOICE - OR).
4. (Second clause is an ADDITION - AND).
5. (Second clause is a CONTRAST - BUT).
6. (Second clause is a RESULT - SO).

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

'WRITE IT' CORRECTING BANK

PRACTICE A:

1. It was cloudy, but the air felt warm.
2. Harry won a prize, so his friends were proud of him.
3. The cup is here, but the saucer is broken.
4. We must close the gate, or the dog will get out.
5. We hurried to the boat, and Harold rowed across the lake.
6. We hurried to the boat, but it was filled with water.

PRACTICE B: (ANSWERS WILL VARY. ACCEPT ALL SENTENCES IN WHICH THE CLAUSE RELATES IN THE WAY SIGNALED BY THE CONJUNCTION.)

1. It was very hot, and ....
2. It was very hot, but ....
3. It might rain, so ....
4. I read this story, and .....
5. I read this story, but .....
6. You can read your book, or ....

PRACTICE C: (ANSWERS WILL VARY.) BE SURE COMMAS ARE USED.

1. (Second clause is an ADDITION - AND).
2. (Second clause is a CONTRAST - BUT).
3. (Second clause is a CHOICE - OR).
4. (Second clause is an ADDITION - AND).
5. (Second clause is a CONTRAST - BUT).
6. (Second clause is a RESULT - SO).

PRACTICE D: (ANSWERS WILL VARY.) BE SURE COMMAS ARE USED.

1. (Second clause is an ADDITION - AND).
2. (Second clause is a CONTRAST - BUT).
3. (Second clause is a CHOICE - OR).
4. (Second clause is an ADDITION - AND).
5. (Second clause is a CONTRAST - BUT).
6. (Second clause is a RESULT - SO).

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

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Practice: Mastery Test

COMPOUND SENTENCES

- Read the directions and write your sentences on a separate paper.

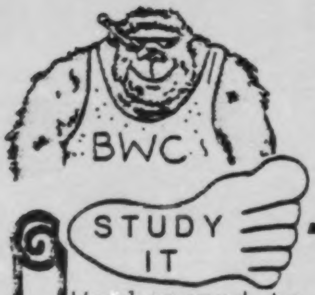
- Write a COMPOUND SENTENCE with clauses that relate in the way written after 1-6 below. Think of your own sentences. To be correct, your sentences must have a subject and predicate in each clause and proper punctuation.

1. Second clause is an ADDITION - AND
2. Second clause is a CONTRAST - BUT
3. Second clause is a CHOICE - OR
4. Second clause is an ADDITION - AND
5. Second clause is a CONTRAST - BUT
6. Second clause is a RESULT - SO

SENTENCE COMBINING - STUDY PAGE

OBJECTIVE

Step by step, we will write COMPLEX SENTENCES. We will use the conjunctions when, after, if, and because to join related sentences.



STUDY CHART

We learned to combine related sentences using the conjunctions and, but, or, so. Now we will take another step in combining sentences using a different kind of conjunction. When, after, if, and because are examples of conjunctions that signal even more information about how combined sentences are related.

We were frightened. The lightning struck.

We were frightened when the lightning struck.

Remember: When two sentences are combined using a conjunction, each sentence becomes a CLAUSE. When we use conjunctions such as when, after, if, or because to join two clauses, we have written a COMPLEX SENTENCE.

The conjunctions when, after, if, and because signal even more than their own meaning. They also signal that the clause to which they are added DEPENDS on the other clause. This means that a clause headed by when, after, if, or because cannot stand alone.

..... when the lightning struck cannot stand alone.

Clauses with these conjunctions can be inverted (order reversed).

Mike was home alone when the storm began.
When the storm began, Mike was home alone.

1. We learned to combine related sentences using the conjunctions ___, ____, __, __.
2. Now we will take another step in combining sentences using a __________ kind of conjunction.
3. When, after, if, and because are examples of conjunctions that ______ even more information about how combined sentences are related.
4. When two sentences are combined using a conjunction, each sentence becomes a ________.
5. When we use conjunctions such as when, after, if, or because to join two clauses, we have written a ________ SENTENCE.
6. The conjunctions when, after, if, and because signal even more than their own meaning. They also signal that the clause to which they are added _______ on the other clause.

Building Writing Competency

PRACTICE PAGE

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Level 6
Series 5
Practice A

INFORMATION CAVE

We will use the conjunctions when, after, if, and because to signal special information about how combined sentences relate.

FOR EXAMPLE: Mike was home alone. The storm began.

A. *Mike was home alone when the storm began.* (First, we write the two clauses as one sentence using a conjunction.)

B. *When the storm began, Mike was home alone.* (Then we invert.) We use a comma only when the clause headed by the conjunction is at the beginning of the sentence.

DIRECTIONS FOR 'TRY IT': Choose a conjunction from the CONJUNCTION BANK below that can be used to write the two sentences as related clauses. Write the COMPLEX SENTENCE on your separate paper.

CONJUNCTION BANK: when - after - if - because

A. Mike was home alone. The storm began.

A. ____ ___ ____ _____ _____ ___ _____ _____.

B. ____ ___ _____ _____, ____ ___ _____ _____.

DIRECTIONS FOR 'WRITE IT': Choose a conjunction from the CONJUNCTION BANK below that can be used to write the two sentences as related clauses. Write the COMPLEX SENTENCE on your separate paper. Then invert the two clauses.

CONJUNCTION BANK: when - after - if - because

Her feet hurt. The shoes were too small.

1. ___ ____ ____ ________ ___ _____ ____ ___ _____.
2. _______ ___ _____ ____ ___ _____, ___ ____ ____.

We will swim. It is warm enough.

3. __ ____ _____ ____ __ __ _____ ______.
4. ______ __ __ _____ ______, __ ___ ______.

James passed the test. He tried for the third time.

5. _____ ______ ___ _____ _____ __ _____ ___ ___ _____ _____.
6. ____ __ _____ ___ ___ _____ _____, _____ ______ ___ _____.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

SENTENCE COMBINING - STUDY PAGE

OBJECTIVE

Step by step, we will write COMPLEX SENTENCES. We will use the conjunctions when, after, if, and because to join related sentences.

STUDY IT

STUDY CHART

We can use the conjunctions when, after, if, and because to join two related sentences into one COMPLEX SENTENCE.

Ben made a sandwich. He was hungry.
Ben made a sandwich because he was hungry.

We have written a COMPLEX SENTENCE. A COMPLEX SENTENCE has two clauses that relate (go together), but one of the clauses cannot stand alone. It depends on the other clause. ...because he was hungry cannot stand alone. Conjunctions such as when, after, if, and because make the clause they are used with depend on the other clause.

REMEMBER: We can invert (change the order of) the clauses that use conjunctions such as: when, after, if, and because.

Because he was hungry, Ben made a sandwich.

Use a comma only when the clause with the conjunction begins the sentence. Inverting is another way to vary and mix your sentences.

REVIEW IT

1. We can use conjunctions when, after, if, and because to join two related sentences into one ________ SENTENCE.
2. Ben made a sandwich because he was hungry. We have written a ________ __________.
3. A COMPLEX SENTENCE has two clauses that relate (__ ________) but one of the clauses cannot ______ ______. It ______ on the other clause.
4. .....because he was hungry cannot ______ _______.
5. Conjunctions such as when, after, if, and because make the clause they are used with ________ on the other clause.
6. We can invert (_______ ___ _____ __) the clauses that use conjunctions such as when, after, if, and because.
7. Invert Ben made a sandwich because he was hungry.
8. Use a comma when the clause with the conjunction ______the sentence.

Building Writing Competency

PRACTICE PAGE

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Level 6
Series 5
Practice B

INFORMATION CAVE

When we compare the two clauses of a COMPLEX SENTENCE, we can see that one clause cannot stand alone. The clause with the conjunction must be joined to the other clause:

I will wash the dishes
if you make the beds

We can write the correct COMPLEX SENTENCE. Then we can invert the clause with the conjunction. Be sure to use a comma.

FOR EXAMPLE: A. *I will wash the dishes if you make the beds.*

B. *If you make the beds, I will wash the dishes.*

DIRECTIONS FOR 'TRY IT': Join the clause that cannot stand alone to the other clause and write the COMPLEX SENTENCE on your separate paper. Then invert the clauses and write another COMPLEX SENTENCE.

I will wash the dishes
if you make the beds

A. ______________________________.
B. ______________ ______________.

DIRECTIONS FOR 'WRITE IT': Join the clause that cannot stand alone to the other clause and write the COMPLEX SENTENCE on your separate paper. Then invert the clauses and write another COMPLEX SENTENCE.

The boy hurt his knee
when he fell down

1. ______________________________.
2. ______________ ______________.

I was late for school
because my clock stopped

3. ______________________________.
4. ______________ ______________.

The television worked fine
after it was repaired

5. ______________________________.
6. ______________ ______________.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

SENTENCE COMBINING - STUDY PAGE

OBJECTIVE

Step by step, we will write COMPLEX SENTENCES.
We will write COMPLEX SENTENCES by making up our own subjects and predicates to form the clause that cannot stand alone.

STUDY IT

STUDY CHART

Just as in a COMPOUND SENTENCE, each clause of a COMPLEX SENTENCE has a subject and predicate. The clause with the conjunction such as when, after, if, and because cannot stand alone.

We built a fire after we set up our tent. The clause ...We built a fire has a subject (We) and a predicate (built a fire).

The clause ....after we set up our tent has a subject (we) and a predicate (set up our tent).

The clause ....after we set up our tent cannot stand alone.

REMEMBER: A subject tells which person(s) or what thing(s). A predicate tells what is said about the subject, what the subject does, did, is, was, has, or had.

REVIEW IT

1. Just as in a COMPOUND SENTENCE, each clause of a COMPLEX SENTENCE has a ______ and a _________.
2. The clause with conjunctions such as when, after, if, and because cannot _____ ______.
3. In the clause ....We built a fire, __ is the subject and _____ _ _____ is the predicate.
4. In the clause ....after we set up our tent, ___ is the subject and ___ __ ___ ____ is the predicate.
5. The clause .....after we set up our tent cannot _____ _____.
6. A subject tells ______ _______ or ______ ________.
7. A predicate tells what is _____ about the subject, what the subject ___, ___, __, ___, ___, or ___.

BIGFOOT SPECIAL QUESTIONS:
In a COMPOUND SENTENCE and COMPLEX SENTENCE, each part is called a ______.
If a sentence part is called a clause, it must have a _____ and a ________.
In a COMPLEX SENTENCE one ______ cannot stand alone.
The clause that cannot stand alone is the one with the __________.

Building Writing Competency

PRACTICE PAGE

Page 46
Level 6
Series 5
Practice C

INFORMATION CAVE

We can use what we know about subjects and predicates to make up one of the clauses of a COMPLEX SENTENCE.

FOR EXAMPLE: We can have fish for dinner if ......

We know the new clause will need a subject: He or Sam
We can have fish for dinner if Sam......
Now we know the new clause will need a predicate to tell what the subject does: catches fish · knows how to fish
We can have fish for dinner if Sam catches fish.

EXTRA TIP: A. *We put more wood on the fire because .....*
- it was cold OR it started to rain

DIRECTIONS FOR 'TRY IT': Think of a subject and predicate that would make a good clause to go with each clause below. Write the COMPLEX SENTENCE on your separate paper. Use capitals, correct punctuation, and correct spelling.

We put more wood on the fire because ......

A. ____.

We went fishing after .... (Be sure to use a subject and predicate.)

B. ____.

DIRECTIONS FOR 'WRITE IT': Think of a subject and predicate that would make a good clause to go with each clause below. Write the COMPLEX SENTENCE on your separate paper. Use capitals, correct punctuation, and correct spelling.

1. We will catch fish if ....
2. We cooked the fish when .....
3. The fish tasted good because ......
4. We put out the fire when ......
5. We sat around the campfire after .....
6. We cleaned up our camp when ......

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

SENTENCE COMBINING - STUDY PAGE

OBJECTIVE

Step by step, we will write COMPLEX SENTENCES.

We will write COMPLEX SENTENCES using our own subjects and predicates to make up one of the clauses.

STUDY IT

STUDY CHART

A COMPLEX SENTENCE has two clauses.

If I get home in time, I will ride my bike.

The clause headed by conjunctions such as when, after, if, and because cannot stand alone. Even though the clause If I get home in time has a subject and predicate, the conjunction IF means that another clause is needed.

You will learn in later lessons that when, after, if, and because are not always used as conjunctions in a sentence.

After the storm ended, we dried our clothes. (COMPLEX SENTENCE)
After the storm, we dried our clothes. (NOT A COMPLEX SENTENCE)

After the storm does not have a predicate, so it cannot be a clause in a COMPLEX SENTENCE.

Since we are writing COMPLEX SENTENCES we must use two clauses, each with a subject and predicate.

REVIEW IT

1. A COMPLEX SENTENCE has two ________.
2. A clause headed by conjunctions such as when, after, if, and because cannot _____ ______.
3. Even though the clause If I get home in time has a subject and predicate, the conjunction ___ means that another clause is needed.
4. You will learn in later lessons that when, after, if, and because are not always used as ___________ in a sentence.
5. After the storm does not have a __________, so it cannot be a clause in a COMPLEX SENTENCE.
6. Since we are writing COMPLEX SENTENCES we must use two clauses, each with a _____ and ___________.

Building Writing Competency

PRACTICE PAGE

Page 48
Level 6
Series 5
Practice D

INFORMATION CAVE

We can use what we know about subjects and predicates to make up one of the clauses in a COMPLEX SENTENCE.

FOR EXAMPLE: When the rain started .... To write the other clause that is needed we need a subject: I - the wind - and a predicate: ran home - blew harder. When the rain started, I ran home.
When the rain started, the wind blew harder.

Make sure that you have a which person(s)/what thing(s) subject and a predicate that tells what the subject does, did, is, was, has, or had. EXTRA TIP: A. *When the rain started,*
we ran inside OR we put on our coats.

DIRECTIONS FOR 'TRY IT': Think of a subject and predicate that would make sense when used with the clauses below. Write the COMPLEX SENTENCE on your separate paper. Use capitals, correct punctuation, and correct spelling.

When the rain started, ...

A. ______________________ ______________________.

Because John had a cold, ...

B. ______________________ ______________________.

DIRECTIONS FOR 'WRITE IT': Think of a subject and predicate that would make sense when used with the clauses below. Write the COMPLEX SENTENCE on your separate paper.

1. After the storm ended, ______________________.
2. If the rain stops, ______________________.
3. When I finished my homework, ______________________.
4. After I am over my cold, ______________________.
5. When school is out, ______________________.
6. Because I lost my book, ______________________.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

'WRITE IT' CORRECTING BANK

PRACTICE A:

1. Her feet hurt because the shoes were too small.
2. Because the shoes were too small, her feet hurt.
3. We will swim when it is warm enough.
4. When it is warm enough, we will swim.
5. James passed the test after he tried for the third time.
6. After he tried for the third time, James passed the test.

PRACTICE B:

1. The boy hurt his knee when he fell down.
2. When he fell down, the boy hurt his knee.
3. I was late for school because my clock stopped.
4. Because my clock stopped, I was late for school.
5. The television worked fine after it was repaired.
6. After it was repaired, the television worked fine.

PRACTICE C: (EACH CLAUSE MUST HAVE A SUBJECT AND PREDICATE.)

1. We will catch fish if ....
2. We cooked the fish when .....
3. The fish tasted good because ......
4. We put out the fire when ......
5. We sat around the campfire after .....
6. We cleaned up our camp when ......

PRACTICE D: (EACH CLAUSE MUST HAVE A SUBJECT AND PREDICATE.)

1. After the storm ended, ______________________.
2. If the rain stops, ______________________.
3. When I finished my homework, ________________.
4. After I am over my cold, ____________________.
5. When school is out, ______________________.
6. Because I lost my book, ____________________.

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

Page 50
Level 6
Series 5
Practice: Mastery Test

COMPLEX SENTENCES

- Read the directions and write your sentences on a separate paper.

- Join the clause that cannot stand alone to the other clause and write the complex sentence on your paper. Then invert the clauses and write another COMPLEX SENTENCE. Be sure to punctuate correctly.

The boy hurt his knee
when he fell down

1. ______________________________________.

2. ________________ ________________.

- Think of a subject and predicate that would make a clause to go with each clause below. Write the COMPLEX SENTENCE on your separate paper. Use capitals, correct punctuation, and correct spelling.

3. We will catch fish if ....

4. We cooked the fish when ....

- Think of a subject and predicate that would make sense when used with the clauses below. Write the COMPLEX SENTENCE on your separate paper. You are expected to spell words correctly if they are on this paper or if they have been used in your spelling lesson. If the teacher or the person who checks your paper finds a misspelled word from this paper or from your spelling list, your sentence will not be correct.

5. After the storm ended ....

6. If the rain stops ....

SENTENCE COMBINING - STUDY PAGE

OBJECTIVE

Step by step, we will use SUBORDINATE CONJUNCTIONS to combine sentences.

STUDY IT

STUDY CHART

First we learned that we could combine two related sentences using and, but, so, or. We learned the meaning signaled by these conjunctions when used to combine sentences.

Then we used SUBORDINATE CONJUNCTIONS (when, after, if, because) to signal even more information about how combined sentences are related.

We learned that when two sentences are combined with a conjunction, each sentence becomes a CLAUSE in the COMPLEX or COMPOUND SENTENCE.

Each SUBORDINATE CONJUNCTION has a meaning that gives information about how the clauses will relate: when, before, after, while, because, since, if, although, unless. These conjunctions signal even more than their own meaning. They also signal that the CLAUSE to which they are added DEPENDS upon the other CLAUSE in the sentence.

We might need a new car. Our old car runs poorly.
We might need a new car because our old car runs poorly.
......because our old car runs poorly cannot stand alone.

REMEMBER: We can invert the clauses of a COMPLEX SENTENCE.

Because our old car runs poorly, we might need a new car.

REVIEW IT

1. First we learned that we could _______ two related sentences using ____, ___, __, __.
2. We learned what was ________ by these conjunctions when used to combine sentences.
3. Then we used ___________ CONJUNCTIONS (when, after, if, because) to signal even more information about how sentences are related.
4. We learned that when two sentences are combined with a conjunction each sentence becomes a ______ in the COMPLEX SENTENCE or COMPOUND SENTENCE.
5. Each conjunction has a meaning that gives information about how the clauses will _______.
6. These subordinate conjunctions signal even more than their own meaning. They also signal that the CLAUSE to which they are added __________ upon the other clause in the sentence.
7. REMEMBER: We can invert the ________of a COMPLEX SENTENCE.

Building Writing Competency

PRACTICE PAGE

Page 52
Level 6
Series 6
Practice A

INFORMATION CAVE

We can choose a SUBORDINATE CONJUNCTION and use it to combine two sentences. The conjunction will signal more clearly how the sentences relate. We can rewrite the sentence inverting the order of the clauses.

FOR EXAMPLE: A. Writing was hard. We started writing step by step.

Writing was hard before we started writing step by step.

Before we started writing step by step, writing was hard.

DIRECTIONS FOR 'TRY IT': Choose a CONJUNCTION from the SUBORDINATE CONJUNCTION LIST that will show more clearly how the sentences below relate. Write the sentence on your separate paper. Then rewrite the sentence with the order of the clauses inverted.

SUBORDINATE CONJUNCTION LIST: when before after while because since if although unless

A. Writing was hard. We started writing step by step.

______________________________.

______________, ______________.

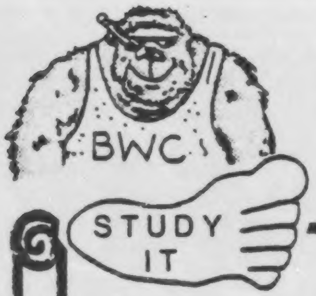
DIRECTIONS FOR 'WRITE IT': Choose a CONJUNCTION from the SUBORDINATE CONJUNCTION LIST that will show more clearly how the sentences below relate. Use a conjunction only once. Write the sentences on your separate paper. Then rewrite the sentences with the order of the clauses inverted.

SUBORDINATE CONJUNCTION LIST: when before after while because since if although unless

1. My writing has improved. Writing step by step is helpful.
   (Invert) ______________________________.
2. My sister likes language. She used to dislike it.
   (Invert) ______________________________.
3. We will have trouble in Jr. High. We learn writing now.
   (Invert) ______________________________.
4. Next year at school will be fun. We learn writing step by step.
   (Invert) ______________________________.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

SENTENCE COMBINING - STUDY PAGE



OBJECTIVE

Step by step, we will use SUBORDINATE CONJUNCTIONS to combine sentences.

STUDY CHART

We are writing combined sentences to make our writing clearer.

We are using SUBORDINATE CONJUNCTIONS such as: when, before, after, while, because, since, if, although, and unless.

These conjunctions signal information about how two CLAUSES relate.

They also signal that one clause, the clause with the conjunction, DEPENDS on the other clause. This signals even more information about how the two clauses relate.

CLAUSES joined by SUBORDINATE CONJUNCTIONS can be inverted (order reversed) to make your writing even more clear and interesting.

I rode my bike. I got home from school.
I rode my bike after I got home from school.
After I got home from school, I rode by bike.

1. We are writing combined sentences to make our writing ________.
2. We are using ________ ____________ such as: when, before, after, while, because, since, if, although, and unless.
3. These conjunctions signal information about how two ________relate.
4. They also signal that one clause, the clause with the conjunction, ________ on the other clause.
5. This signals even more information about how the two clauses _______.
6. CLAUSES joined by SUBORDINATE CONJUNCTIONS can be _______(order reversed) to make your writing even more ______ and ___________.

REMEMBER: Each CLAUSE in a COMPLEX SENTENCE must have a subject and predicate. I rode my bike after I got home from school.

The sentence I rode my bike after school is correct, but it would not be correct for this lesson....after school is not a clause.

Building Writing Competency

PRACTICE PAGE

Page 54
Level 6
Series 6
Practice B

INFORMATION CAVE

We will learn more about writing COMPLEX SENTENCES by making up a CLAUSE to relate to a CLAUSE given in the lesson.

Today, the lesson will provide the clause that depends on the other CLAUSE (DEPENDENT CLAUSE) and the SUBORDINATE CONJUNCTION. You will think of a CLAUSE that relates. We will write a COMPLEX SENTENCE, then invert the clause and rewrite the sentence.

FOR EXAMPLE: A. After I get home from school, ________________.

After I get home from school, I will ride my bike.

INVERTED: *I will ride my bike after I get home from school.*

DIRECTIONS FOR 'TRY IT': Read the SUBORDINATE CONJUNCTION and DEPENDENT CLAUSE below. Think of a CLAUSE that relates and use it to write your complex sentence. Then invert the clauses and rewrite the sentence.

A. After I get home from school, (Try to make up your own clause.).
____.

DIRECTIONS FOR 'WRITE IT': Read the SUBORDINATE CONJUNCTIONS and DEPENDENT CLAUSES below. Think of a CLAUSE that relates and use it to write your complex sentence. Then invert the clauses and rewrite the sentence.

To be correct, your sentences must: 1. make sense 2. follow WRITE IT directions 3. follow all rules you have learned in earlier language lessons 4. have all words spelled properly if they are on this lesson, or if they have been on your spelling lesson.

1. Although he is not afraid of snakes, ______________________.
(Invert) ____.
2. While we wait for the bus, ______________________________.
(Invert) ____.
3. If we learn to write clear sentences, _____________________.
(Invert) ____.
4. If you misspell a word from your spelling list, __________.
(Invert) ____.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

SENTENCE COMBINING - STUDY PAGE

OBJECTIVE

Step by step, we will use SUBORDINATE CONJUNCTIONS to combine sentences.

STUDY IT

STUDY CHART

We are using SUBORDINATE CONJUNCTIONS to write COMPLEX SENTENCES.

when, after, before, while, because, since, if, although, unless

The CLAUSE with the SUBORDINATE CONJUNCTION cannot stand alone.

Until Bigfoot learned to write, ...depends on another CLAUSE.

Until Bigfoot learned to write, is called a DEPENDENT CLAUSE.

Until Bigfoot learned to write, we knew little about him.

The clauses in COMPLEX SENTENCES joined by SUBORDINATE CONJUNCTIONS can be inverted.

We knew little about him until Bigfoot learned to write.

To invert the CLAUSES means to reverse the CLAUSES.

REVIEW IT

1. We are using ____________CONJUNCTIONS to write ______ SENTENCES.
2. The CLAUSE with the SUBORDINATE CONJUNCTION cannot _____ ______.
3. The CLAUSE Until Bigfoot learned to write ______ on another CLAUSE.
4. The CLAUSE Until Bigfoot learned to write is called a ______CLAUSE.
5. The clauses in COMPLEX SENTENCES joined by SUBORDINATE CONJUNCTIONS can be ________.
6. To invert the CLAUSES means to _______ the CLAUSES.

Building Writing Competency

PRACTICE PAGE

Page 56
Level 6
Series 6
Practice C

INFORMATION CAVE

We will learn more about writing COMPLEX SENTENCES by making up our own CLAUSE that relates to a CLAUSE given in the lesson. Today, the lesson will provide a CLAUSE that can stand by itself. We will think of a SUBORDINATE CONJUNCTION and DEPENDENT CLAUSE to relate to the CLAUSE in the lesson. We will write the sentence. Then we will invert the CLAUSES and rewrite the sentence.

FOR EXAMPLE: Bigfoot ran down the mountain ________________.

A. *Bigfoot ran down the mountain because he was frightened.*

Invert B. *Because he was frightened, Bigfoot ran down the mountain.*

DIRECTIONS FOR 'TRY IT': Think of a SUBORDINATE CONJUNCTION and a DEPENDENT CLAUSE that will relate. After you write the correct sentence, INVERT the clauses and rewrite the sentence.

A. Bigfoot ran down the mountain ____________________________.
B. (invert)____.

DIRECTIONS FOR 'WRITE IT': Think of a SUBORDINATE CONJUNCTION and a DEPENDENT CLAUSE that will relate to each clause below. Write the correct sentence. Then INVERT the clauses and rewrite the sentence. Use a different conjunction for each set.

To be correct, your sentences must: 1. make sense 2. follow WRITE IT directions 3. follow all rules you have learned in earlier language lessons 4. have all words spelled properly if they are on this lesson, or if they have been on your spelling lesson.

1. The children laughed ___________________.
2. (invert)___________________________________.
3. We can't play outside ___________________.
4. (invert)___________________________________.
5. We were wet and cold ___________________.
6. (invert)___________________________________.
7. We ate popcorn ___________________________.
8. (invert)___________________________________.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

SENTENCE COMBINING - STUDY PAGE

OBJECTIVE

Step by step, we will use SUBORDINATE CONJUNCTIONS to combine sentences.

BWC
STUDY IT

STUDY CHART

We have practiced writing COMPLEX SENTENCES using SUBORDINATE CONJUNCTIONS to join the CLAUSES.

The clause headed by the conjunction depends on another clause.

The clause with the conjunction is called a DEPENDENT CLAUSE.

When I slipped and fell is a DEPENDENT CLAUSE.

REMEMBER: SUBORDINATE CONJUNCTIONS are another tool to help you write clear sentences. Whenever you are writing a number of sentences mix the kind of sentences you are writing to make them interesting. You will need to know how to write a number of different kinds of sentences to help you express clearly what you want to express or need to express.

1. We have practiced writing COMPLEX SENTENCES using _______ _________ to join the ________.
2. The clause headed by the conjunction _____ on another CLAUSE.
3. The clause with the conjunction is called a ________ ______.
4. When I slipped and fell is a __________ ______.
5. SUBORDINATE CONJUNCTIONS are another tool to help you write _____ _____ ______.
6. Whenever you are writing a number of sentences, ____ the kind of sentences you are writing to make them _____________.
7. You will need to know how to write a number of different _____ of sentences to help you express clearly what you want to express or need to express.

Building Writing Competency

PRACTICE PAGE

Page 58
Level 6
Series 6
Practice D

INFORMATION CAVE

For our last step in this lesson, we will think and write our own COMPLEX SENTENCES according to directions. Remember to use a comma if the CLAUSE with the conjunction begins the sentence. Then we will invert the clauses and rewrite the sentence.

SUBORDINATE CONJUNCTIONS: when, before, after, while, because, if, since, although, unless

FOR EXAMPLE: (conjunction: because)(Dependent Clause) (Regular Clause)

A. *Because the storm ended, we played our game.*

B. *We played our game because the storm ended.*

TRY IT

DIRECTIONS FOR 'TRY IT': Think of a COMPLEX SENTENCE to match the directions below. INVERT the clauses and rewrite the sentence.

YOUR MASTERY TEST WILL BE JUST LIKE THIS LESSON.

A. (conjunction: because) (Dependent Clause)(Regular Clause)
____.

B. (invert)____________________________________.

WRITE IT

DIRECTIONS FOR 'WRITE IT': Think of a COMPLEX SENTENCE to match the directions below. INVERT the clauses and rewrite the sentences.

To be correct, your sentences must: 1. make sense 2. follow WRITE IT directions 3. follow all rules you have learned in earlier language lessons 4. have all words spelled properly if they are on this lesson, or if they have been on your spelling lesson.

1. (conjunction: until) (Dependent Clause)(Regular Clause)
2. (invert)____________________________________.
3. (Regular Clause)(conjunction: unless) (Dependent Clause)
4. (invert)____________________________________.
5. (conjunction: although) (Dependent Clause)(Regular Clause)
6. (invert)____________________________________.
7. (Regular Clause) (conjunction: if) (Dependent Clause)
8. (invert)____________________________________.

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

'WRITE IT' CORRECTING BANK

PRACTICE A:

1. My writing has improved because writing step by step is helpful.
   Because writing step by step is helpful, my writing has improved.
2. My sister likes language although she used to dislike it.
   Although she used to dislike it, my sister likes language.
3. We will have trouble in Jr. High unless we learn writing now.
   Unless we learn writing now, we will have trouble in Jr. High.
4. Next year at school will be fun if we learn writing step by step.
   If we learn writing step by step, next year at school will be fun.

PRACTICE B:

1. Although he is not afraid of snakes, ____________________.
   (Invert) ______________________________________.
2. While we wait for the bus, ____________________________.
   (Invert) ______________________________________.
3. If we learn to write clear sentences, ____________________.
   (Invert) ______________________________________.
4. If you misspell a word from your spelling list, __________.
   (Invert) ______________________________________.

PRACTICE C:

1. The children laughed ____________________.
2. (Invert) ______________________________.
3. We can't play outside __________________.
4. (Invert) ______________________________.
5. We were wet and cold ___________________.
6. (Invert) ______________________________.
7. We ate popcorn ________________________.
8. (Invert) ______________________________.

PRACTICE D:

1. (conjunction: until) (Dependent Clause)(Regular Clause)
2. (Invert) ______________________________________.
3. (Regular Clause)(conjunction: unless) (Dependent Clause)
4. (Invert) ______________________________________.
5. (conjunction: although) (Dependent Clause)(Regular Clause)
6. (Invert) ______________________________________.
7. (Regular Clause) (conjunction: if) (Dependent Clause)
8. (Invert) ______________________________________.

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

Page 60
Level 6
Series 6
Practice: Mastery Test

SUBORDINATE CONJUNCTIONS

- Read the directions and write your sentences on a separate paper.
- Think of a COMPLEX SENTENCE to match the directions in each number below. Invert the clauses and rewrite the sentence. Remember to use a comma if the CLAUSE with the conjunction begins the sentence. Each clause must have a subject and a predicate to be correct.

EXAMPLE: Until the thunder storm ends, we will stay under the bed.

We will stay under the bed until the storm ends.

1. (conjunction:until) (Dependent Clause) (Regular Clause)

   INVERT CLAUSES:

2. (Regular Clause) (conjunction:unless) (Dependent Clause)

   INVERT CLAUSES:

3. (conjunction: although) (Dependent Clause) (Regular Clause)

   INVERT CLAUSES:

4. (Regular Clause) (conjunction: if) (Dependent Clause)

   INVERT CLAUSES:

CORRECTING RUN-ONS - STUDY PAGE

OBJECTIVE

Step by step, we will learn to correct run-ons. We will review correcting two-sentence run-ons by finding the separate sentences and writing them correctly.

STUDY IT

STUDY CHART

In the 4th and 5th levels of these lessons we practiced some of the ways to correct sentences that run together. Running sentences together is the most frequent writing error made by elementary students. This week, we will review correcting two sentence and three sentence Run-Ons two ways:

RUN-ON: I am writing a report on insects insects are fascinating.

Corrected by writing two separate sentences: I am writing a report on insects. Insects are fascinating.

RUN-ON: I needed to do research I went to the library.

Corrected using the conjunctions and, but, so, or or to write a correct COMPOUND SENTENCE. REMEMBER: the sentences must be related. I needed to do research, so I went to the library.

Today we will correct two sentence Run-Ons by finding the subjects and predicates and writing correct separate sentences.

RUN-ON: The librarian helped me I have three books on insects.

First Subject and Predicate: The librarian helped me.
Second Subject and Predicate: I have three books on insects.
Correct Sentences: The librarian helped me. I have three books on insects.

REVIEW IT

1. In the 4th and 5th levels of these lessons we practiced some of the ways to correct sentences that ___ __________.
2. Running sentences together is the most ______ writing error made by elementary students.
3. This week, we will review correcting two sentence and three sentence ____ ____ two ways.
4. Run-ons can be corrected by writing ___ _________ sentences.
5. Run-ons can be corrected by using the conjunctions and, but, so, or or to write a correct ________ ___________.
6. Remember: the sentences must be ________.

Building Writing Competency

PRACTICE PAGE

Page 62
Level 6
Series 7
Practice A

INFORMATION CAVE

We can correct two sentence run-ons by using what we know about subjects and predicates to pick out the separate sentences.

FOR EXAMPLE: RUN-ON - The Venus's-flytrap is a plant it catches insects.

A. First Subject: *The Venus's-flytrap*
First Predicate: *is a plant*
B. Second Subject: *It*
Second Predicate: *catches insects*
C. Correct sentences: *The Venus's-flytrap is a plant.*
It catches insects.

DIRECTIONS FOR 'TRY IT': Choose the first subject and predicate and write them on your separate paper. Then choose the second subject and predicate and write them on your separate paper. Finally, write the separate sentences correctly.

RUN-ON: The Venus's-flytrap is a plant it catches insects.

A. First Subject: ______________
First Predicate: ______________
B. Second Subject: ______________
Second Predicate: ______________
C. Correct Sentences: ________________. ________________.

DIRECTIONS FOR 'WRITE IT': Choose the first subject and predicate and write them on your separate paper. Then choose the second subject and predicate and write them on your separate paper. Finally, write the separate sentences correctly.

RUN-ON: A hummingbird is three inches long he weighs less than a penny.

1. First Subject: ______________
First Predicate: ______________
2. Second Subject: ______________
Second Predicate: ______________
3. Correct Sentences: ________________. ________________.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

CORRECTING RUN-ONS - STUDY PAGE

OBJECTIVE

Step by step, we will learn to correct run-ons. We will use what we have learned about subjects, predicates, and joining words (conjunctions) to correct two sentence run-ons.

STUDY IT

STUDY CHART

Yesterday we reviewed correcting run-ons by writing the two sentences separately.

Today we will review using conjunctions and, but, so, or to correct two sentences run-together.

IMPORTANT: If you are to use a conjunction between two sentences that are run-together, the ideas in each sentence must be related (go together). When you use a conjunction to correct a run-on, you have written a COMPOUND SENTENCE.

RUN-ON: The show was over I left.

Both sentences relate or go together, so they can be joined together with a conjunction such as and, but, so, or or.

The show was over, and I left. (Remember the comma before the conjunction.)

REVIEW IT

1. Yesterday we reviewed correcting run-ons by writing the two sentences __________.
2. Today we will review using __________ to correct two sentences run-together.
3. To use a conjunction between two sentences that are run-together, the ideas in each sentence must be ________ (go together).
4. You are correcting a run-on by writing a _______ SENTENCE.
5. The corrected COMPOUND SENTENCE is: ___ ____ ___ _____, and _ ____.
6. We must put a _____ before the conjunction.

Building Writing Competency

PRACTICE PAGE

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Series 7
Practice B

INFORMATION CAVE

We will use what we know about subjects and predicates to find the separate sentences in a run-on. Then we will use a conjunction (and, but, so, or or) to write the two related sentences into one Compound Sentence.

FOR EXAMPLE: RUN-ON - The teacher read the directions Tom looked out the window.

A. First Subject and Predicate: *The teacher read the directions.*
B. Second Subject and Predicate: *Tom looked out the window.*
C. Compound Sentence: *The teacher read the directions, but Tom looked out the window.*

DIRECTIONS FOR 'TRY IT': Choose the subjects and predicates from the run-on below. Write each subject and predicate on your separate paper. Then join the two sentences from the run-on with one of these conjunctions - and, but, so or or. Make sure the sentences relate or make sense with the conjunction you choose.

RUN-ON: The teacher read the directions Tom looked out the window.

A. First Subject and Predicate: ____________________
B. Second Subject and Predicate: ____________________
C. Compound Sentence: ______________ ______________.

DIRECTIONS FOR 'WRITE IT': Choose the subjects and predicates from the run-ons below. Write each subject and predicate on your separate paper. Then join the two sentences from the run-on with one of these conjunctions - and, but, so or or. Make sure the sentences relate or make sense with the conjunction you choose.

RUN-ON: Joe likes hot dogs his brother likes hamburgers.

1. First Subject and Predicate: ____________________
2. Second Subject and Predicate: ____________________
3. Compound Sentence: ______________ ______________.

RUN-ON: I can finish my report I can tell the teacher my dog ate it.

4. First Subject and Predicate: ____________________
5. Second Subject and Predicate: ____________________
6. Compound Sentence: ______________ ______________.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

CORRECTING RUN-ONS - STUDY PAGE

OBJECTIVE

Step by step, we will learn to correct run-ons. We will use what we have learned about subjects, predicates, and conjunctions to correct two sentence run-ons.

STUDY IT

STUDY CHART

We have reviewed correcting two sentence run-ons by finding the two sentences and writing them separately.

I cooked the stew it didn't taste good.
I cooked the stew. It didn't taste good.

We have learned that we can correct run-ons with related ideas (ideas that go together) by using the conjunctions and, but, so, or or.

I cooked the stew, but it didn't taste good.

These conjunctions signal more information about how the two ideas relate.

AND signals that the next idea is added.
I washed the dishes, and Ann swept the floor.
BUT signals that the next idea is in contrast (as if you used the word except). I like soccer, but my brother likes baseball.
SO signals that the next idea is the result (as if you used the word therefore). The weather was cold, so I wore my coat.
OR signals that the next idea is a choice.
I can eat the stew, or I can make an ice cream taco.

REVIEW IT

1. We have reviewed correcting two sentence run-ons by finding the two sentences and writing them ________.
2. We have learned that we can correct run-ons with related ideas (ideas that __ ________) by using the conjunctions ___, ____, __, or __.
3. These conjunctions signal more information about ____ the two ideas relate.
4. AND signals that the next idea is ________.
5. BUT signals that the next idea is in contrast (as if you used the word ________).
6. SO signals that the next idea is the result (as if you used the word ____________).
7. OR signals that the next idea is a ________.

Building Writing Competency

PRACTICE PAGE

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Level 6
Series 7
Practice C

INFORMATION CAVE

We can find and write the separate sentences in a two sentence run-on Then we can use the conjunctions and, but, so, or or to join the two sentences into one COMPOUND SENTENCE.

Be sure to use the conjunction that best signals how the two thoughts relate. FOR EXAMPLE: RUN-ON - Joe works slowly he finishes his work.

A. First Subject and Predicate: *Joe works slowly*
B. Second Subject and Predicate: *he finishes his work.*
C. Compound Sentence: *Joe works slowly, but he finishes his work.*

TRY IT

DIRECTIONS FOR 'TRY IT': Find and write the subjects and predicates and the separate sentences in the run-on below. Then use the best conjunction (and,but,so,or) to join the sentences into one COMPOUND SENTENCE.

RUN-ON: Joe works slowly he finishes his work.

A. First Subject and Predicate: ____________________
B. Second Subject and Predicate: ____________________
C. Compound Sentence: ______________________________.

WRITE IT

DIRECTIONS FOR 'WRITE IT': Find and write the subjects and predicates and the separate sentences in the run-ons below. Then use the best conjunction (and,but,so,or) to join the sentences into one COMPOUND SENTENCE.

RUN-ON: We were hungry we decided to eat.

1. First Subject and Predicate: ____________________
2. Second Subject and Predicate: ____________________
3. Compound Sentence: ______________________________.

RUN-ON: John can make his lunch he can eat in the cafeteria.

4. First Subject and Predicate: ____________________
5. Second Subject and Predicate: ____________________
6. Compound Sentence: ______________________________.

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

CORRECTING RUN-ONS - STUDY PAGE

OBJECTIVE

Step by step, we will learn to correct run-ons. We will review correcting two sentence run-ons by finding the separate sentences and writing them correctly.

STUDY IT

STUDY CHART

Finding run-on sentences in paragraphs is harder than finding them in a two sentence run-on. Today we will correct a paragraph of run-ons by finding each sentence and writing it correctly.

This paragraph was written like this by a student in school:

Cocoa beans are used to make chocolate the United States is the world's largest user of cocoa beans American companies buy almost one-fifth of all the cocoa beans grown West Germany is the second largest user of cocoa beans.

CORRECTED PARAGRAPH:

Cocoa beans are used to make chocolate. The United States is the world's largest user of cocoa beans. American companies buy almost one-fifth of all the cocoa beans grown. West Germany is the second largest user of cocoa beans.

Each correct sentence has a capital at the beginning and a period at the end.

REVIEW IT

1. Finding run-on sentences in paragraphs is ______ than finding them in a two sentence ___ __.
2. Today we will correct a paragraph of ____ __ by finding each sentence and writing it ________.
3. In the first sentence Cocoa beans is the _______ and are used to make chocolate is the ___________.
4. In the second sentence The United States is the ______ and is the world's largest user of cocoa beans is the _________.
5. In the third sentence American companies is the ________ and buy almost one-fifth of all the cocoa beans grown is the __________.
6. In the fourth sentence West Germany is the _______ and is the second largest user of cocoa beans is the _________.
7. Each sentence has a ______ at the beginning and a _____ at the end.

Building Writing Competency

PRACTICE PAGE

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Level 6
Series 7
Practice D

INFORMATION CAVE

We can correct run-on sentences in a paragraph. We can use what we know about subjects and predicates to help us locate each complete sentence. FOR EXAMPLE: RUN-ON PARAGRAPH -

We learned to write a sentence a sentence needs a subject and predicate it needs a capital at the beginning a sentence also needs a period at the end.

A. (1) Subject and Predicate: *We -learned to write a sentence.*
(2) Subject and Predicate: *A sentence - needs a subject and predicate.*
(3) Subject and Predicate: *It -needs a capital at the beginning.*
(4) Subject and Predicate: *A sentence - also needs a period at the end.*

B. CORRECTED PARAGRAPH:

We learned to write a sentence. A sentence needs a subject and predicate. It needs a capital at the beginning. A sentence also needs a period at the end.

TRY IT

DIRECTIONS FOR 'TRY IT': Find each subject and predicate in the run-on paragraph below and write them on your separate paper. Then write the corrected paragraph. REMEMBER TO INDENT.

RUN-ON PARAGRAPH: We learned to write a sentence a sentence needs a subject and predicate it needs a capital at the beginning a sentence also needs a period at the end.

A. Sentence (1) Subject and Predicate: ______________________
(2) Subject and Predicate: ______________________
(3) Subject and Predicate: ______________________
(4) Subject and Predicate: ______________________

B. Corrected paragraph:

WRITE IT

DIRECTIONS FOR 'WRITE IT': Find each subject and predicate in the run-on paragraph below and write them on your separate paper. Then write the corrected paragraph. REMEMBER TO INDENT. Try to use a conjunction to combine two of the related sentences into a COMPOUND SENTENCE.

RUN-ON PARAGRAPH: we went fishing at Folsom Lake Lori caught the first fish it was not big enough to keep she had to throw it back

1. Subject and Predicate: ______________________
2. Subject and Predicate: ______________________
3. Subject and Predicate: ______________________
4. Subject and Predicate: ______________________
5. Corrected paragraph:

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

'WRITE IT' CORRECTING BANK

PRACTICE A:

1. A hummingbird
   is three inches long
2. he
   weighs less than a penny.
3. A hummingbird is three inches long. He weighs less than a penny.

PRACTICE B: (1, 2, 4, & 5 DO NOT HAVE TO HAVE PERIODS TO BE CORRECT.)

1. Joe likes hot dogs.
2. His brother likes hamburgers.
3. Joe likes hot dogs, but his brother likes hamburgers.
4. I can finish my report.
5. I can tell the teacher my dog ate it.
6. I can finish my report, or I can tell the teacher my dog ate it.

PRACTICE C: (1, 2, 4, & 5 DO NOT HAVE TO HAVE PERIODS TO BE CORRECT.)

1. We were hungry.
2. We decided to eat.
3. We were hungry, so we decided to eat.
4. John can make his lunch.
5. He can eat in the cafeteria.
6. John can make his lunch, or he can eat in the cafeteria.

PRACTICE D:

1. We went fishing at Folsom Lake.
2. Lori caught the first fish.
3. It was not big enough to keep.
4. She had to throw it back.
5. We went fishing at Folsom Lake. Lori caught the first fish. It was not big enough to keep. She had to throw it back.

POSSIBLE COMPOUND SENTENCES:

We went fishing at Folsom Lake, and Lori caught the first fish.
Lori caught the first fish, but it was not big enough to keep.
It was not big enough to keep, so she had to throw it back.

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

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Series 7
Practice: Mastery Test

CORRECTING RUN-ONS

Read the directions and write your sentences on a separate paper.

Pick out and write the subjects, predicates, and the separate sentences in the run-on below. Then use the best conjunction (and, but, so, or) to join the sentences into one COMPOUND SENTENCE. Be sure to punctuate your compound sentence correctly.

RUN-ON: We were hungry we decided to eat.

1. First Subject and Predicate: ____________________
2. Second Subject and Predicate: ____________________
3. Compound Sentence: ______________________________

Write this paragraph correctly. Use a conjunction to join two of the sentences into a compound sentence.

RUN-ON PARAGRAPH: we went fishing at Folsom Lake Lori caught the first fish it was not big enough to keep she had to throw it back.

CORRECTING RUN-ONS - STUDY PAGE

OBJECTIVE

Step by step, we will learn to correct run-ons. We will use the conjunctions when, after, if, and because to correct run-ons.

STUDY IT

STUDY CHART

We have used two ways to correct the two sentence run-on. First we used what we know about subjects and predicates to find and write the two separate sentences correctly.

Next we used the conjunctions and, but, so, or to combine the two sentences into a compound sentence.

Today we will use four different conjunctions to combine the sentences in a two sentence run-on into one correct sentence.

We will use the conjunctions when, after, if, and because like this:

Ben made a sandwich he was hungry. Ben made a sandwich because he was hungry.

You will notice the conjunctions when, after, if, and because provide different information about how the basic sentences relate than do the conjunctions and, but, or, so.

REMEMBER: We do not use a comma when these conjunctions (when, after if, and because) join the sentences. If you join two sentences with when, after, if, or because, you have written a COMPLEX SENTENCE.

REVIEW IT

1. We have used ___ _____ to correct the two sentence run-on.
2. First we used what we know about _____ and _________ to find and write the two separate sentences correctly.
3. Next we used the conjunctions ___, ____, __, __ to combine the two sentences into a compound sentence.
4. Today we will use _____ different conjunctions to combine the sentences in a two sentence run-on into a complex sentence.
5. We do not use a _____ when these conjunctions (when, after, if, and because) join the sentences.
6. If you join two sentences with when, after, if, or because, you have written a ______ sentence.

Building Writing Competency

PRACTICE PAGE

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Series 8
Practice A

INFORMATION CAVE

We can use the conjunctions when, after, if, and because to correct run-ons.

RUN-ON: We did not stay long we did not have time.

A. First Subject and Predicate: *We did not stay long*
B. Second Subject and Predicate: *we did not have time.*
C. Complex Sentence: *We did not stay long because we did not have time.*

Be sure to use the conjunction(when,after,if,because) that best signals how the two thoughts will relate or go together.

DIRECTIONS FOR 'TRY IT': Correct the run-on below by finding the first subject and predicate and the second subject and predicate. Then use the conjunction (when, after, if, because) that best signals how the two thoughts relate and write a complex sentence.

RUN-ON: We did not stay long we did not have time.
A. First Subject and Predicate: ______________________________
B. Second Subject and Predicate: ______________________________
C. Complex Sentence: ____.

DIRECTIONS FOR 'WRITE IT': Correct the run-ons below by finding the first subject and predicate and the second subject and predicate. Then use the conjunction (when, after, if, because) that best signals how the two thoughts relate and write a complex sentence.

RUN-ON: Joe is sad Harry didn't stay for dessert.
1. First Subject and Predicate: ______________________________
2. Second Subject and Predicate: ______________________________
3. Complex Sentence: ____.

RUN-ON: The workmen went back to work it stopped raining.
4. First Subject and Predicate: ______________________________
5. Second Subject and Predicate: ______________________________
6. Complex Sentence: ____.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

CORRECTING RUN-ONS - STUDY PAGE

OBJECTIVE

Step by step, we will learn to correct run-ons. We will use the conjunctions when, after, if, and because to correct run-ons. We will invert CLAUSES to correct run-ons.

STUDY IT

STUDY CHART

We have corrected two sentence run-ons by using the conjunctions when, after, if, and because to combine the two run-on sentences into one complex sentence.

REMEMBER: When the two sentences are combined into one sentence, each then is called a CLAUSE. Joe quit he was tired.

Joe quit when he was tired.

When we use the conjunction when, after, if, or because to join clauses, the clauses can be inverted (the order reversed).

Joe quit when he was tired. INVERTED: When he was tired, Joe quit.

Inverting gives the writer a chance to place the conjunction signal in the beginning of a combined sentence or in the middle of a combined sentence. It is still another way to write clear sentences.

If the clause with the conjunction begins the sentence, we use a comma after that clause. When he was tired, Joe quit.

If the clause with the conjunction is the second clause, no comma is used. Joe quit when he was tired.

REVIEW IT

1. We have corrected two sentence run-ons by using the conjunctions ____, _____, __, and ______ to combine the two run-on sentences into one complex sentence.
2. When the two sentences are combined into one sentence, each then is called a ________.
3. When we use the conjunctions when, after, if, or because to join clauses, the clauses can be ________(the order reversed).
4. Inverting gives the writer a chance to place the conjunction ______ in the beginning of a combined sentence or in the middle of a combined sentence.
5. It is still another way to write ________ sentences.
6. If the clause with the conjunction _____ the sentence, we use a comma after that clause.
7. If the clause with the conjunction is the ______clause, no comma is used.

Building Writing Competency

PRACTICE PAGE

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Level 6
Series 8
Practice B

INFORMATION CAVE

We can use the conjunctions when, after, if, and because to correct two-sentence run-ons. We can invert (reverse) the clause with the conjunction.

RUN-ON: We paid the newspaper boy he came to collect

A. First Subject and Predicate: *We paid the newspaper boy*
B. Second Subject and Predicate: *he came to collect.*
C. Complex Sentence: *We paid the newspaper boy when he came to collect.*
D. Inverted Sentence: *When he came to collect, we paid the newspaper boy.*

DIRECTIONS FOR 'TRY IT': Write the subjects and predicates in the run-on below. Then use a conjunction (when, after, if, because) to write a complex sentence. Finally, invert the two clauses of the complex sentence.

RUN-ON: We paid the newspaper boy he came to collect.

A. First Subject and Predicate: ______________________
B. Second Subject and Predicate: ______________________
C. Complex Sentence: ______________________________.
D. Inverted Sentence: ______________ ______________.

DIRECTIONS FOR 'WRITE IT': Write the subjects and predicates in the run-ons below. Then use a conjunction (when, after, if, because) to write a complex sentence. Finally, invert the two clauses of the complex sentence.

RUN-ON: Sheila will go skating Bonnie will go with her.

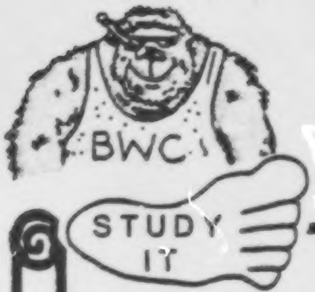
1. First Subject and Predicate: ______________________
2. Second Subject and Predicate: ______________________
3. Complex Sentence: ______________________________.
4. Inverted Sentence: ______________ ______________.

RUN-ON: George rode down the hill John showed him how.

5. First Subject and Predicate: ______________________
6. Second Subject and Predicate: ______________________
7. Complex Sentence: ______________________________.
8. Inverted Sentence: ______________ ______________.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

CORRECTING RUN-ONS - STUDY PAGE



OBJECTIVE

Step by step, we will learn to correct run-ons. We will use the conjunctions when, after, if, and because to correct run-on sentences. We will then invert (reverse) the clauses.

STUDY CHART

We have corrected two sentence run-ons by using the conjunctions when, if, after, and because to combine the two run-on sentences into one correct sentence.

We learned that when two sentences are combined into one sentence, each is called a CLAUSE.

We hurried home the storm began. We hurried home when the storm began.

When we use the conjunctions when, if, after, and because to join clauses, the clauses can be inverted (the order reversed).

We hurried home when the storm began. When the storm began, we hurried home.

Inverting gives the writer a chance to place the conjunction signal in the beginning of a combined sentence or in the middle of a combined sentence. It is still another way to write clear sentences.

If the clause with the conjunction begins the sentence, we use a comma after that clause. When the storm began, we hurried home.

If the clause with the conjunction is the second clause, no comma is used. We hurried home when the storm began.

1. We have corrected two sentence run-ons by using the conjunctions ____, ___, ____, and ________ to combine the two run-on sentences into one correct sentence.
2. When the two sentences are combined into one sentence, each is called a ________.
3. When we use the conjunctions when, if, after, and because to join clauses, the clauses can be ________ (the order reversed).
4. Inverting gives the writer a chance to place the conjunction _______ in the beginning of a combined sentence or in the middle of a combined sentence.
5. If the clause with the conjunction _______ the sentence, we use a comma after that clause.
6. If the clause with the conjunction is the ______ clause, no comma is used.

INFORMATION CAVE

We can use the conjunctions when, if, after and because to correct two sentence run-ons. Then we can practice using the signaling power of the conjunctions by inverting the clause with the conjunction.

LIKE THIS: Run-on We paid the newspaper boy he came to collect.

A. Complex sentence: *We paid the newspaper boy when he came to collect.*

B. Inverted: *When he came to collect, we paid the newspaper boy.*

(Use a comma between the clauses only when the clause with the conjunction begins the sentence.)

DIRECTIONS FOR 'TRY IT': Use the conjunctions when, after, if, or because to correct the two sentence run-ons below. Then practice using the signaling power of the conjunction by inverting the clause with the conjunction. Be sure to use a comma only when the clause with the conjunction begins the sentence.

RUN-ON: We paid the newspaper boy he came to collect.

A. Complex sentence: ______________________________

B. Inverted: ____________________________________

DIRECTIONS FOR 'WRITE IT': Use the conjunctions when, after, if, or because to correct the two sentence run-ons below. Then practice using the signaling power of the conjunction by inverting the clause with the conjunction. Be sure to use a comma only when the clause with the conjunction begins the sentence.

RUN-ON: I will vacuum the car you will wash the car.

1. Complex sentence: ____________________________
2. Inverted: __________________________________

RUN-ON: He felt badly he forgot the period on his sentence.

3. Complex sentence: ____________________________
4. Inverted: __________________________________

RUN-ON: He would have passed he had remembered the comma.

5. Complex sentence: ____________________________
6. Inverted: __________________________________

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

CORRECTING RUN-ONS - STUDY PAGE

OBJECTIVE

Step by step, we will learn to correct run-ons. We will use the conjunctions when, after, if, and because to correct run-on sentences. We will then invert (reverse) the clauses.

STUDY IT

STUDY CHART

We are using the conjunctions when, after, if and because to correct run-ons. These conjunctions signal how the clauses are related when you have written a complex sentence. If more than one conjunction would make sense in the sentence, we can practice using the one that signals what we want to signal.

RUN-ON: We can walk to the lake the snow has melted.

CORRECTED: We can walk to the lake if the snow has melted.
We can walk to the lake after the snow has melted.
We can walk to the lake when the snow has melted.
We can walk to the lake because the snow has melted.

The clauses in sentences connected with these conjunctions can be inverted. This gives us still another signaling tool:

RUN-ON: We could not swim the lake was frozen.

CORRECTED: We could not swim because the lake was frozen.

INVERTED: Because the lake was frozen, we could not swim.

REVIEW IT

1. We are using the conjunctions ____, _____, _, and ______ to correct run-ons.
2. These conjunctions ______ how the clauses are related when you have written a complex sentence.
3. If more than one conjunction would make sense in the sentence, we can practice using the one that ______ what we want to signal.
4. The clauses in sentences connected with these conjunctions can be __________.
5. This gives us still another signaling _____.

Building Writing Competency

PRACTICE PAGE

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Series 8
Practice D

INFORMATION CAVE

We can use the conjunctions when, if, after, and because to correct two-sentence run-ons. We will then rewrite the complex sentence by inverting the order of the two clauses. Use a comma between the clauses only when the clause with the conjunction begins the sentence.

LIKE THIS: RUN-ON - We couldn't go swimming the pool was closed.

EXTRA TIP: A. *We couldn't go swimming because the pool was closed.*

B. *Because the pool was closed, we couldn't go swimming.*

DIRECTIONS FOR 'TRY IT': Correct the run-on below by using when, after, if, or because to write a complex sentence. Then invert the clause with the conjunction and write the sentence again. Be sure to use a comma when the clause with the conjunction is at the beginning of the complex sentence.

RUN-ON: We couldn't go swimming the pool was closed.

A. Corrected run-on: ____

B. Inverted: ____

DIRECTIONS FOR 'WRITE IT': Correct the run-ons below by using when, after, if, or because to write a complex sentence. Then invert the clause with the conjunction and write the sentence again. Be sure to use a comma when the clause with the conjunction is at the beginning of the complex sentence.

RUN-ON: He stopped working the clock struck five.

1. Corrected run-on: ____
2. Inverted: ____

RUN-ON: I will stop nagging you will finish your lesson.

3. Corrected run-on: ____
4. Inverted: ____

RUN-ON: We will stop for gas the tank is nearly empty.

5. Corrected run-on: ____
6. Inverted: ____

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

'WRITE IT' CORRECTING BANK

PRACTICE A:

1. Joe is sad.
2. Harry didn't stay for dessert.
3. Joe is sad because Harry didn't stay for dessert.
4. The workmen went back to work.
5. It stopped raining.
6. The workmen went back to work after it stopped raining. (When and because would also be correct.)

PRACTICE B:

1. Sheila will go skating.
2. Bonnie will go with her.
3. Sheila will go skating if Bonnie will go with her.
4. If Bonnie will go with her, Sheila will go skating.
5. George rode down the hill.
6. John showed him how.
7. George rode down the hill after John showed him how.
8. After John showed him how, George rode down the hill.

PRACTICE C:

1. I will vacuum the car if you will wash the car.
2. If you will wash the car, I will vacuum the car.
3. He felt badly because he forgot the period on his sentence.
4. Because he forgot the period on his sentence, he felt badly.
5. He would have passed if he had remembered the comma.
6. If he had remembered the comma, he would have passed.

PRACTICE D: (Accept any conjunction that makes sense.)

1. He stopped working when the clock struck five.
2. When the clock struck five, he stopped working.
3. I will stop nagging if you will finish your lesson.
4. If you will finish your lesson, I will stop nagging.
5. We will stop for gas because the tank is nearly empty.
6. Because the tank is nearly empty, we will stop for gas.

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

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Level 6
Series 8
Practice: Mastery Test

CORRECTING RUN-ONS

Read the directions and write your sentences on a separate paper.

Correct the run-ons below by using when, after, if, or because to write a complex sentence. Then invert the clause with the conjunction and write the sentence again. Be sure to use a comma when the clause with the conjunction is at the beginning of the complex sentence.

RUN-ON: He stopped working the clock struck five.

1. Corrected run-on:
2. Invert

RUN-ON: I will stop nagging you will finish your lesson.

3. Corrected run-on:
4. Invert

RUN-ON: We will stop for gas the tank is nearly empty.

5. Corrected run-on:
6. Invert

ADDING DETAIL - STUDY PAGE

OBJECTIVE

Step by step, we will add detail to sentences. We will add detail to sentences using DESCRIPTIVE ADJECTIVES to make the meaning of nouns clearer.

STUDY IT

STUDY CHART

DESCRIPTIVE ADJECTIVES make sentences clearer by telling more about nouns.

A fire burned the forest. A huge fire burned the dry forest.

REMEMBER - DESCRIPTIVE ADJECTIVES tell: color, size, shape, kind or condition.

huge tells size . . . . dry tells kind or condition

DESCRIPTIVE ADJECTIVES tell about nouns.

Nouns are words that name persons, places, or things. Nouns are used in both the subject and the predicate.

fire - thing noun . . . . forest - thing noun

Fire is a noun in the subject.
Forest is a noun in the predicate.

REVIEW IT

1. DESCRIPTIVE ADJECTIVES make sentences clearer by telling more about _______.
2. DESCRIPTIVE ADJECTIVES tell: _____, ____, _____, _____ or ___________.
3. The adjective huge tells the ____ of a noun.
4. The adjective dry tells the _____ or ________of a noun.
5. DESCRIPTIVE ADJECTIVES tell about _____.
6. Nouns are words that name ______, _____, or _______.
7. Nouns are used in the ______ and the ________.

Building Writing Competency

PRACTICE PAGE

INFORMATION CAVE

We can learn more about adding detail to sentences by matching DESCRIPTIVE ADJECTIVES to nouns. We can use an adjective list and a noun list to build clear sentences. Like this:

DESCRIPTIVE ADJECTIVE LIST				NOUN LIST		
muddy	icy	raging	crashing	river	wind	hamburger
sandy	warm	greasy	starving	hand	fire	waves
giant	huge	angry		knife	dog	lake
sharp	sad	towering		boys	girls	pizza

We will add a descriptive adjective and a noun to each sentence.

The ____ ______ burned the forest. The huge fire burned the forest.

EXTRA TIP: A. *The raging fire burned the forest.*

DIRECTIONS FOR 'TRY IT': Pick an adjective and noun to write a sentence from the words in A and B. Write the sentence on your separate paper. Use the extra tip in the Information Cave if you have trouble getting started. Notice that some adjectives and nouns are in the SUBJECT part of the sentence and some adjectives and nouns are in the PREDICATE part of the sentence.

A. The (adjective - noun) burned the forest. ________________________.

B. The hungry man ate the (adjective - noun). ________________________.

DIRECTIONS FOR 'WRITE IT': From the lists in the Information Cave, pick an adjective and a noun to write sentences with the words below. Write the sentences on your separate paper. Notice that some adjectives and nouns belong in the subject part of the sentence and some adjectives and nouns belong in the predicate part of the sentence.

1. The _____ _______ blew over the snow. ________________________.
2. The ship sank in the ______ _______. ________________________.
3. The ______ ______ ate the big dinner. ________________________.
4. The boys tease the ______ _______. ________________________.
5. The ______ ______ cut my hand. ________________________.
6. Rainwater ran into the _____ ______. ________________________.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

ADDING DETAIL - ADJECTIVES - STUDY PAGE

OBJECTIVE

Step by step, we will add detail to sentences. We will use words that help make the meaning of nouns clearer. We will use words that are said to limit or point out nouns.

STUDY IT

STUDY CHART

We can use other words to tell more about nouns.

This test is hard. Some tests are easy. Ten children passed the test.

Words such as this, these, those, that, many, few, some, and the numbers tell about nouns. They are said to point out or limit a noun.

This, that, these, and those point out nouns. This book is funny. I brought that present.

Some, many, few, and numbers limit nouns. Some children did not pass. One apple was green.

These are useful words in writing clear sentences.

REVIEW IT

1. We can use other words to tell about ______.
2. Words such as this, these, those, that, many, few, some, and the numbers tells about _____.
3. These words are said to _____ _____ or ________ nouns.
4. This, that, these, and those ________ _______ nouns.
5. Words such as some, many, few, and numbers ______ nouns.
6. These words are useful in writing _____ sentences.

Building Writing Competency

PRACTICE PAGE

Page 84
Level 6
Series 9
Practice B

INFORMATION CAVE

We can write clearer sentences by adding adjectives that limit or point out nouns.

We can select adjectives from POINTING OUT or LIMITING LISTS to make sentences clearer. Like this:

POINTING OUT LIST	LIMITING LIST
this that these those	some many few numbers (1-10)

___ children passed ___test. Many children passed this test. OR
Ten children passed that test.

EXTRA TIP: A. *This tank holds many fish. OR That tank holds ten fish.*

DIRECTIONS FOR 'TRY IT': Choose adjectives from the lists in the Information Cave that will make the nouns clearer in the sentences below. Write the sentences on your separate paper. Since you have more than one choice of adjectives, sentences must make sense to be correct.

A. _____ tank holds _____ fish. ___________________________.
B. _____ children passed ____ test. ___________________________.

DIRECTIONS FOR 'WRITE IT': Choose adjectives from the lists in the Information Cave that will make the nouns clearer in the sentences below. Write the sentences on your separate paper. Since you have more than one choice of adjectives, sentences must make sense to be correct.

1. ______ apples have _____ holes. ___________________________.
2. ______ dogs have ______fleas. ___________________________.
3. ______ story is in ______ books. ___________________________.
4. ______ children ask for _____paper. ___________________________.
5. ______ roof has ______ leaks. ___________________________.
6. ______ children have _____ toys. ___________________________.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

ADDING DETAIL - ADVERBS - STUDY PAGE

OBJECTIVE

Step by step, we will add detail to sentences. We will add detail to sentences by using words that describe or tell more about verbs. We will add detail to sentences by using adverbs in different parts of a sentence.

STUDY IT

STUDY CHART

Today we will practice writing with ADVERBS that tell how, when, and where the action occurs. We will add detail to sentences by using words that describe or tell more about verbs. We will use adverbs to tell about verbs. LIKE THIS:

Neighbors came quickly.

Yesterday I went home.

The dog is outside.

REMEMBER: ADVERBS can be used in different positions within a sentence. They are not always next to the verb they tell about.

Groups of words can also be used as ADVERBS to tell how, when, and where the action occurs.

After the game, we stopped by for pizza.

I felt terrible during the night.

REVIEW IT

1. Today we will practice with ADVERBS that tell ___, ____, and ____ the action occurs.
2. We will add ______ to sentences by using words that ______or tell more about _______.
3. We will use _______ to tell about verbs.
4. In the sentence Neighbors came quickly, quickly tells _____ the action occurred (happened).
5. In the sentence Yesterday I went home, yesterday tells ____ the action occurred.
6. In the sentence The dog is outside, outside tells _____ the action occurred.
7. The words quickly, yesterday, and outside are _______.

Building Writing Competency

PRACTICE PAGE

Page 86
Level 6
Series 9
Practice C

INFORMATION CAVE

We can select adverbs from an ADVERB LIST to tell how, when, or where action occurs (happens). LIKE THIS:

ADVERB LIST: carefully - nearby - later - suddenly - next - again - happily - painfully - loudly

EXTRA TIP: A. We worked (where). *We worked nearby.*
B. A bell rang (when). *A bell rang again.*

DIRECTIONS FOR 'TRY IT': Choose an adverb from the ADVERB LIST in the Information Cave that tells how, when, or where the action occurs in the sentences below. Write the sentences on your separate paper. Since more than one adverb can tell about each verb, your sentences will be correct as long as they make sense.

A. We worked (where). ______________________________.
B. A bell rang (when). ______________________________.

DIRECTIONS FOR 'WRITE IT': Choose an adverb from the ADVERB LIST in the Information Cave that tells how, when, or where the action occurs in the sentences below. Write the sentences on your separate paper. Since more than one adverb can tell about each verb, your sentences will be correct as long as they make sense.

1. The car was (where). ______________________________.
2. He wrote his name (how). ______________________________.
3. The bell rang (how). ______________________________.
4. (When) John will bat. ______________________________.
5. He laughed (how). ______________________________.
6. They called (when). ______________________________.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

Page 87
Level 6
Series 9
Practice D

ADDING DETAIL - ADVERBS - STUDY PAGE

OBJECTIVE

Step by step, we will add detail to sentences. We will add detail to sentences by using groups of words that can act as an adverb.

STUDY IT

STUDY CHART

We have been using ADVERBS that work with verbs to tell how, when, or where the action occurs (happens).

Groups of words can also act as ADVERBS and tell how, when, or where the action occurs.

LIKE THIS: We played on the grass. ...on the grass tells where.

We talked during supper. ...during supper tells when.

He won with ease. ...with ease tells how.

These groups of words that act as adverbs are sometimes called PREPOSITIONAL PHRASES. PREPOSITIONAL PHRASES begin with a preposition and end with a noun. Here are some commonly used prepositions:

above
after
before
at
behind
by
for
in
of
on
through
with
from
under
without

REVIEW IT

1. We have been using ______ that work with verbs to tell ___, _____, or _____ the action occurs (happens).

2. _____ __ _____ can also act as ADVERBS and tell how, when, or where.

3. In the sentence We played on the grass, on the grass tells ______.

4. In the sentence We talked during supper, during supper tells _______.

5. In the sentence He won with ease, with ease tells _____.

6. These groups of words that act as adverbs are sometimes called ___________ _______.

7. Prepositional phrases begin with a preposition and end with a _____.

Building Writing Competency

PRACTICE PAGE

INFORMATION CAVE

We can add detail to sentences by using groups of words that work with verbs to tell how, when, or where action occurs. LIKE THIS:

He fell (where). He fell in the mud.
We talked (when). We talked during supper.

WORDS THAT TELL:
HOW - with his new pole, with ease
WHEN - in an hour, by morning, after each meal
WHERE - near the lake, in the trash can, on the chair, in the mud

EXTRA TIP: A. He fell (where). *He fell in the mud.*
B. (When) we can go swimming. *In an hour we can go swimming.*

DIRECTIONS FOR 'TRY IT': Choose phrases from the list in the Information Cave to add detail to the sentences below. Write them on your separate paper. Since the words can add detail to more than one sentence, your sentences will be correct if they make sense.

A. He fell (where). ______________________________.
B. (When) we can go swimming. ______________________________.

DIRECTIONS FOR 'WRITE IT': Choose phrases from the list in the Information Cave to add detail to the sentences below. Write them on your separate paper. Since the words can add detail to more than one sentence, your sentences will be correct if they make sense.

1. We built a fire (where). ______________________________.
2. (When) it was cold. ______________________________.
3. We washed dishes (when). ______________________________.
4. He landed the fish (how). ______________________________.
5. We threw our trash (where). ______________________________.
6. I put my sleeping bag (where). ______________________________.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

'WRITE IT' CORRECTING BANK

PRACTICE A: (Accept all sentences which make sense.)

1. The icy wind blew over the snow.
2. The ship sank in the crashing waves.
3. The starving boys ate the big dinner.
4. The boys tease the angry girls.
5. The sharp knife cut my hand.
6. Rainwater ran into the huge lake.

PRACTICE B: (Accept all sentences which make sense.)

1. These apples have many holes.
2. Those dogs have some fleas.
3. That story is in few books.
4. Many children ask for that paper.
5. This roof has many leaks.
6. Those children have many toys.

PRACTICE C: (Accept any adjective from the list that makes sense.)

1. The car was (where).
2. He wrote his name (how).
3. The bell rang (how).
4. (When) John will bat.
5. He laughed (how).
6. They called (when).

PRACTICE D: (Accept all sentences which make sense.)

1. We built a fire (where).
2. (When) it was cold.
3. We washed dishes (when).
4. He landed the fish (how).
5. We threw our trash (where).
6. I put my sleeping bag (where).

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

Page 90
Level 6
Series 9
Practice: Mastery Test

ADDING DETAIL USING ADJECTIVES AND ADVERBS

Read the directions and write your sentences on a separate paper.

From the lists below choose an adjective and a noun to write sentences with the words below. Notice that some adjectives and nouns belong in the subject part of the sentence and some adjectives and nouns belong in the predicate part of the sentence.

DESCRIPTIVE ADJECTIVE LIST

muddy
sandy
giant
sharp
icy
warm
huge
sad
raging
greasy
angry
towering
crashing
starving

NOUN LIST

river
hand
knife
boys
wind
fire
dog
girls
hamburger
waves
lake
pizza

1. The _______ __________blew over the snow.
2. The ship sank in the ______ ________.
3. The _____ _______ cut my hand.

Choose phrases to use as adverbs from the list and add detail to the sentences below.

WORDS THAT TELL: HOW - with his new pole, with ease
WHEN - in an hour, by morning, after each meal
WHERE - near the lake, in the trash can, on the chair, in the mud

4. We built a fire (where).
5 (When) it was cold.
6. We washed dishes (when).
7. He landed the fish (how).

ADDING DETAIL - STUDY PAGE

OBJECTIVE

Step by step, we will add detail to sentences. We will add detail to sentences using a special list of adjectives.

STUDY IT

STUDY CHART

We practiced writing with adjectives and adverbs separately because it helped us to learn step by step.

Now we are ready for a special ADJECTIVE LIST (on the next page) that can be used with this writing lesson and with all writing lessons. Each time you use adjectives from your special list, your memory list will grow. The list is arranged to remind you of the different ways that adjectives add detail. FOR EXAMPLE:

DESCRIPTIVE ADJECTIVES

COLOR	SHAPE OR SIZE		KIND OR CONDITION	
red	wide	huge	exciting	muddy

LIMITING ADJECTIVES	POINTING OUT ADJECTIVES
each	that

REVIEW IT

1. We practiced writing with adjectives and adverbs separately because it helped us to learn ____ by _____.
2. Now we are ready for a special _________ _____ that can be used with this writing lesson and with __ ________ _______.
3. Each time you use the special list, your memory list will _____.
4. The list is arranged to remind you of the different ways that adjectives __ _______.

Building Writing Competency

PRACTICE PAGE

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Level 6
Series 10
Practice A

INFORMATION CAVE

We can use our Special Adjective List to add detail to our sentences:

FOR EXAMPLE:

A. The (kind adjective) man fell in the (size adjective) grass.
The ___young___ man fell in the ___tall___ grass.

B. The (color adjective) dog ran down the (kind adjective) street.
The ___brown___ dog ran down the ___muddy___ street.

DIRECTIONS FOR 'TRY IT': Select adjectives from your Special Adjective List to add detail to the sentences below. Your sentences will be correct if your adjectives match the directions in front of each noun.

A. The (kind adjective) man fell in the (size adjective) grass.
______________________________.

B. The (color adjective) dog ran down the (kind adjective) street.
______________________________.

DIRECTIONS FOR 'WRITE IT': Select adjectives from your Special Adjective List to add detail to the sentences below. Your sentences will be correct if your adjectives match the directions in front of each noun. For sentences 5 & 6 you will find the nouns and select the kind of adjective you feel would best describe the nouns.

1. The (kind adjective) boy stepped on a (color adjective) ant.
______________________________.

2. The (shape adjective) mirror broke into (size adjective) pieces.
______________________________.

3. The (kind adjective) weather caused (size adjective) problems.
______________________________.

4. The (color adjective) ball rolled under the (kind adjective) truck.
______________________________.

NOW IT IS YOUR TURN TO USE ONE ADJECTIVE FOR EACH NOUN.

5. The dog ran down the hallway.
6. The boy jumped into the water.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected *after* scores are marked.

DESCRIBING ADJECTIVES

COLOR

red
white
green
blue
yellow
brown
orange
purple
gray
black

SHAPE OR SIZE

wide
round
long
square
triangular

giant
huge
small
gigantic
tall
narrow
little
enormous
whole
big
tiny
thick

KIND OR CONDITION

muddy
hungry
pretty
dead
sharp
dry
young
foolish
ugly
windy
hot
icy
rainy
glaring
raging
tired
young
stormy
thirsty
crashing
starving
sandy
towering
sad
angry
greasy
warm
rough
suspicious
fluffy
shiny
stale
ripe
wicked
silly
crowded
howling
handsome

interesting
crispy
juicy
cold
roaring
fierce
pounding
fascinating
snarling
dangerous
courageous
freezing
faithful
heavy
driving
deep
glassy
clear
mirrored
first
great
beautiful
wet
new
wooden
slow
silent
peaceful
worried
joyful
careless
serious
bright
lovable
noisy

LIMITING ADJECTIVES

some
many
few
numbers
each
one
second
fifty
all
first
any
thirteen

POINTING OUT ADJECTIVES

this
that
these
those

ADVERB LIST

HOW

clumsily
furiously
slowly
teasingly
impatiently
noisily
savagely
angrily
warningly
roughly
wearily
patiently
sweetly
happily
helplessly
warmingly
quietly
sleepily
bravely
painfully
loudly
lightly
fearfully
gratefully
tiredly
fiercely
sadly
slowly
rapidly

WHEN (how often)

yesterday
often
sometimes
finally
during
usually
very
new
soon
later
last
never
tomorrow
early
first

WHERE

outside
nearby
somewhere
away
here
everywhere
nearby
down
home

PHRASES USED AS ADVERBS

HOW

with his new pole
with ease
through the window
by the back door
without interruption
with great anger
with great speed

WHEN (how often)

in an hour
by morning
after each meal
throughout the morning
before breakfast
during the year
in due time
at noon

WHERE

near the lake
in the trash can
in the closet
into its hole
in the bay
on the table
under the bed
at this party
on the bunks
throughout the house
into the sunset
beside the garage

Building Writing Competency

Page 93 -
Level 6
Series 10
Practice B

ADDING DETAIL - STUDY PAGE

OBJECTIVE

Step by step, we will add detail to sentences. We will add detail to sentences using a special list of adjectives.

STUDY IT

STUDY CHART

We are using a special list of adjectives that can be used with this writing lesson and with all writing lessons. The list is arranged to remind you of the different ways that adjectives add detail.

FOR EXAMPLE:

DESCRIPTIVE ADJECTIVES

COLOR	SHAPE	OR	SIZE	KIND OR CONDITION	
red	wide		huge	exciting	muddy

LIMITING ADJECTIVES	POINTING OUT ADJECTIVES
some	that

Today we will be writing sentences using LIMITING ADJECTIVES and POINTING OUT ADJECTIVES.

REVIEW IT

1. We practiced writing with adverbs and adjectives separately because it is easier to learn _____ by _____.
2. This list can be used with these writing lessons and with all _______ ______.
3. Each time you use the special list, your memory list will ______
4. The list is arranged to remind you of the different ways that adjectives __ _______.
5. DESCRIBING ADJECTIVES tell _____, _____, _____, _____ or _________ of nouns.
6. This, that, these, and those are ADJECTIVES that _______ _____ nouns.
7. Some, many, few, and numbers are ADJECTIVES that ________ nouns.
8. Today we will be writing sentences using ________ ADJECTIVES and _________ ___ ADJECTIVES.

Building Writing Competency

PRACTICE PAGE

Page 94
Level 6
Series 10
Practice B

INFORMATION CAVE

We can use our Special Adjective List to add detail to nouns in sentences.

FOR EXAMPLE:

A. (Pointing Out Adjective) cookies are good.

These cookies are good.

B. (Pointing Out Adjective) team won (limiting adjective) games.

That team won three games. OR This team won many games.

DIRECTIONS FOR 'TRY IT': Select an adjective from your Special Adjective List to tell about the nouns in the sentences below. Since you can use many different adjectives, your sentences will be correct if they match all the directions and if they make sense.

A. (Pointing Out Adjective) cookies are good.

____.

B. (Pointing Out Adjective) team won (limiting adjective) games.

____.

DIRECTIONS FOR 'WRITE IT': Select an adjective from your Special Adjective List to tell about the nouns in the sentences below. You will have directions to help you during part of the lesson. Since you can use many different adjectives, your sentences will be correct if they match all the directions and if they make sense.

1. The (kind adjective) boy used a (size adjective) spoon.

   ____.

2. (Limiting adjective) people run (limiting adjective) miles a day.

   ____.

3. (Pointing out adjective) tires all have (kind adjective) leaks.

   ____.

4. (Color adjective) is my favorite color.

   ____.

NOW IT IS YOUR TURN TO USE ONE LIMITING OR POINTING OUT ADJECTIVE FOR EACH NOUN IN THE SENTENCES BELOW.

5. Houses have windows. ________________________.

6. Boys yell at their brothers. ____________________________.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

ADDING DETAIL - STUDY PAGE

OBJECTIVE

Step by step, we will add detail to sentences. We will add detail to sentences using a special list of adjectives and adverbs.

STUDY IT

STUDY CHART

We practiced using adjectives and adverbs separately because it helped us to learn step by step.

Now we are ready for a special list of adjectives and adverbs (on back of the adjective list) that can be used with these writing lessons and with all writing lessons. Each time you use adjectives or adverbs from your special list, your memory list will grow. The list is arranged to remind you of the different ways that adjectives and adverbs add detail. FOR EXAMPLE:

DESCRIPTIVE ADJECTIVES tell: color, size, shape, kind or condition of NOUNS.

ADJECTIVES that point out nouns: this, that, these, and those.

ADJECTIVES that limit nouns: some, many, few, and numbers.

ADVERBS that work with verbs and tell: how, when, or where the action occurs.

We can practice using the list by matching directions for adding detail to nouns and verbs.

A (size adjective) rabbit ran (where adverb).
A tiny rabbit ran into the hole.

REVIEW IT

1. We practiced using adjectives and adverbs separately because it helped us to learn _____ by _____.
2. We are ready to use a special list of ________ and _______.
3. This list can be used with these writing lessons and with all ________ ________.
4. Each time you use the special list, your memory list will _____.
5. The list is arranged to remind you of the different ways that adjectives and adverbs ____ ______.
6. DESCRIBING ADJECTIVES tell: color, size, shape, kind or condition of ____.
7. ADJECTIVES that ______ ___ nouns: this, that, these, and those.
8. ADJECTIVES that _______ nouns: some, many, few, and numbers.
9. ADVERBS that work with _____ and tell: how, when, or where the action occurs.

INFORMATION CAVE

We can use our Special Adjective and Adverb List to add detail to our sentences. FOR EXAMPLE:

A. The (kind adjective) wind blows (when adverb).

The cold wind blows during the winter. OR The howling wind blows constantly.

B. The (color adjective) cloud drifted (where adverb).

The gray cloud drifted over the island. OR The red cloud drifted away.

DIRECTIONS FOR 'TRY IT': Choose an adjective or adverb from your Special Adjective and Adverb List to tell about the nouns and verbs in the sentences below. Since you can use many different adjectives and adverbs, your sentences will be correct if they follow all the directions and if they make sense.

A. The (kind adjective) wind blows (when adverb).
____.

B. The (color adjective) cloud drifted (where adverb).
____.

DIRECTIONS FOR 'WRITE IT': Choose an adjective or adverb from your Special Adjective and Adverb List to tell about the nouns and verbs in the sentences below. You will have directions to help you during part of the lesson. Since you can use many different adjectives and adverbs, your sentences will be correct if they follow all the directions and if they make sense.

1. A (shape adjective) boulder rolled (where adverb).
2. The (kind adjective) man ate (how adverb).
3. (point out adjective) boys ran (when adverb) in the race.
4. (limit adjective) boys ran (where adverb).

NOW IT IS YOUR TURN TO USE ONE ADJECTIVE TO ADD DETAIL TO EACH NOUN AND ONE ADVERB TO ADD DETAIL TO EACH VERB.

5. A fire burned.
6. Girls yelled.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

Page 97
Level 6
Series 10
Practice D

ADDING DETAIL - STUDY PAGE

OBJECTIVE

Step by step, we will add detail to sentences. We will add detail to sentences using a special list of adjectives and adverbs.

STUDY IT

STUDY CHART

We are using a special list of adjectives and adverbs that can be used with these writing lessons and with all writing lessons. Each time you use adjectives or adverbs from your special list, your memory list will grow. The list is arranged to remind you of the different ways that adjectives and adverbs add detail. FOR EXAMPLE:

DESCRIPTIVE ADJECTIVES tell: color, size, shape, kind or condition of NOUNS.

ADJECTIVES that point out nouns: this, that, these, and those.

ADJECTIVES that limit nouns: some, many, few, and numbers.

ADVERBS that work with verbs to tell: how, when, or where the action occurs. Remember adverbs can be used after the verbs or in other parts of the sentences.

We can practice using the list by matching directions for adding detail to nouns and verbs.

(when adverb) the (kind adjective) storm ended.

(where adverb) a (size adjective) tree fell. *Near the river, a huge tree fell.*

REVIEW IT

1. We are using a special list of adjectives and adverbs that can be used with these _______ ______ and with all writing lessons.
2. Each time you use adjectives or adverbs from your special list, your memory list will ____.
3. The list is arranged to remind you of the different ways that adjectives and adverbs _____ ________.
4. DESCRIPTIVE ADJECTIVES tell: color, size, shape, kind or condition of ______.
5. ADJECTIVES that _____ ____ nouns: this, that, these, and those.
6. ADJECTIVES that ______ nouns: some, many, few, and numbers.
7. ADVERBS that work with verbs to tell: ___, ____, or ______ the action occurs.
8. Now look at the SPECIAL ADJECTIVE and ADVERB LIST and find a:
   shape adjective _______, pointing out adjective ______
   limiting adjective ______, how adverb ______, when adverb _______.

Building Writing Competency

PRACTICE PAGE

Page 98
Level 6
Series 10
Practice D

INFORMATION CAVE

We can use our Special Adjective and Adverb List to add detail to our sentences. FOR EXAMPLE:

A. The (kind adjective) Indians hunted (when adverb).

The peaceful Indians hunted early.

B. (where adverb) a (kind adjective) horse ran.

Near the lake a beautiful horse ran.

TRY IT

DIRECTIONS FOR 'TRY IT': Choose an adjective or adverb from your Special Adjective and Adverb List to tell about the nouns and verbs in the sentences below. Since you can use many different adjectives and adverbs, your sentences will be correct if they follow all the directions and if they make sense.

A. The (kind adjective) Indians hunted (when adverb).

B. (where adverb) a (kind adjective) horse ran.

WRITE IT

DIRECTIONS FOR 'WRITE IT': Choose an adjective or adverb from your Special Adjective and Adverb List to tell about the nouns and verbs in the sentences below. You will have directions to help you during part of the lesson. Since you can use many different adjectives and adverbs, your sentences will be correct if they follow all the directions and if they make sense.

1. The (size adjective) buffalo wandered (where adverb).
2. The (kind adjective) hunter watched (how adverb).
3. (limiting adjective) men walked (how adverb).
4. (where adverb) (pointing out adjective) animals were killed.

NOW IT IS YOUR TURN TO USE ONE ADJECTIVE FOR EACH NOUN AND ONE ADVERB FOR EACH VERB.

5. A tree fell.
6. The river ran.

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

Building Writing Competency

Correcting Page 99
Level 6
Series 10

'WRITE IT' CORRECTING BANK

PRACTICE A: ACCEPT ALL SENTENCES WHICH MAKE SENSE.

1. The (kind adjective) boy stepped on a (color adjective) ant.
   ____.
2. The (shape adjective) mirror broke into (size adjective) pieces.
   ____.
3. The (kind adjective) weather caused (size adjective) problems.
   ____.
4. The (color adjective) ball rolled under the (kind adjective) truck.
   ____.

NOW IT IS YOUR TURN TO USE ONE ADJECTIVE FOR EACH NOUN.

5. The dog ran down the hallway.
6. The boy jumped into the water.

PRACTICE B:

1. The (kind adjective) boy used a (size adjective) spoon.
   ____.
2. (Limiting adjective) people run (limiting adjective) miles a day.
   ____.
3. (Pointing out adjective) tires all have (kind adjective) leaks.
   ____.
4. (Color adjective) is my favorite color.
   ______________________________.

NOW IT IS YOUR TURN TO USE ONE LIMITING OR POINTING OUT ADJECTIVE FOR EACH NOUN IN THE SENTENCES BELOW.

5. Houses have windows.
6. Boys yell at their brothers.

PRACTICE C:

1. A (shape adjective) boulder rolled (where adverb).
2. The (kind adjective) man ate (how adverb).
3. (point out adjective) boys ran (when adverb) in the race.
4. (limit adjective) boys ran (where adverb).

NOW IT IS YOUR TURN TO USE ONE ADJECTIVE TO ADD DETAIL TO EACH NOUN AND ONE ADVERB TO ADD DETAIL TO EACH VERB.

5. A fire burned.
6. Girls yelled.

PRACTICE D: See other side of this page.

PRACTICE D: Accept all sentences which make sense.

1. The (size adjective) buffalo wandered (where adverb).
2. The (kind adjective) hunter watched (how adverb).
3. (limiting adjective) men walked (how adverb).
4. (where adverb) (pointing out adjective) animals were killed.

NOW IT IS YOUR TURN TO USE ONE ADJECTIVE FOR EACH NOUN AND ONE ADVERB FOR EACH VERB.

5. A tree fell.
6. The river ran.

BIGFOOT
BWC
MASTERY TEST

Page 100
Level 6
Series 10
Practice: Mastery Test

ADDING DETAIL TO SENTENCES USING ADJECTIVES & ADVERBS

Read the directions and write your sentences on a separate paper.

Select an adjective or adverb from your Special Adjective and Adverb List to tell about the nouns and verbs in the sentences below. Since you can use many different adjectives and adverbs, your sentences will be correct if they follow all the directions and if they make sense.

1. The (size adjective) man ran (where adverb).
2. A (kind adjective) hunter watched (how adverb).
3. (when adverb) (limiting adjective) flowers grow.

NOW USE ONE ADJECTIVE FOR EACH NOUN AND ONE ADVERB FOR EACH VERB.

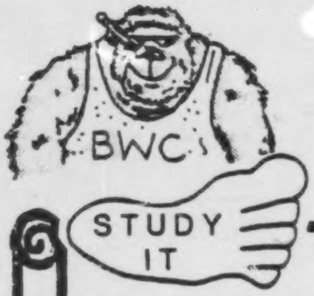
4. A fire burned.
5. A tree fell.
6. Girls yelled.

Building Writing Competency

ADJECTIVE CLAUSES - STUDY PAGE

OBJECTIVE

Step by step, We will write Adjective Clauses. We will use who, which, and that pronouns to write Adjective Clauses.



STUDY CHART

We can add detail to subject nouns by using who, which, and that clauses. The men who coach our soccer team held a meeting at our house.

An Adjective Clause such as who coach our soccer team describes or identifies the subject. Who is used to begin adjective clauses to tell about person nouns.

The tie which he selected was a loud color. Which is used to begin adjective clauses to tell about thing nouns.

The bike that had a flat tire was in the garage. That is used to begin adjective clauses to tell about either person nouns or thing nouns. That is used with clauses that identify the subject.

Notice that these pronouns are the subjects of the clauses. These clauses headed by who, which, or that cannot stand alone. They are dependent clauses.

Who, which, and that act as signal words for the clause. Using who, which, and that clauses help make your writing clearer.

1. We can add detail to subject nouns using who, which, and that ________.
2. An Adjective Clause such as who coach our soccer team describes or identifies the ________.
3. Who is used to begin adjective clauses to tell about _______ nouns.
4. Which is used to begin adjective clauses to tell about ______ nouns.
5. That is used to begin adjective clauses to tell about either _______ nouns or ______ nouns.
6. Notice that these pronouns are the ______ of the clauses.
7. These clauses headed by who, which, or that cannot _____ ______.
8. They are _________ clauses.

SPECIAL INFORMATION: Commas are not used generally with adjective clauses that are needed to identify the subject. The boy who won the race lives near me. The adjective clause who won the race is needed to identify the boy. No comma is used.

Our nurse, who is very gentle, took out the sliver. The adjective clause who is very gentle describes the nurse, but is is not needed to identify the nurse. Since it can be left out without changing the meaning, commas must be used.

We will tell you when to use commas in today's lesson.

Building Writing Competency

PRACTICE PAGE

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Level 6
Series 11
Practice A

INFORMATION CAVE

We can choose adjective clauses from an Adjective Clause List and add them to sentences to add detail. Who - person subjects, which - thing subjects, that - either person or thing subjects.

If the adjective clause is needed to identify the subject, we say that it cannot be removed from the sentence. When an adjective clause cannot be removed from a sentence because it identifies the subject, commas are not used before and after the clause. FOR EXAMPLE:

All boys should sign up for the trip.

ADJECTIVE CLAUSE LIST: who have bikes who repairs roofs

A. All boys who have bikes should sign up for the trip.

DIRECTIONS FOR 'TRY IT': Choose an adjective clause from the Adjective Clause List to add detail to the subject nouns below. Be sure to follow comma directions.

ADJECTIVE CLAUSE LIST: who have bikes who repairs roofs

All boys should sign up for the trip.
A. ________(identifies, no comma needed) ______________________.

The man came by to look at our house.
B. ________(identifies, no comma needed) ______________________.

DIRECTIONS FOR 'WRITE IT': Choose an adjective clause from the Adjective Clause List below to add detail to the subject nouns below. Be sure to follow comma directions, but mistakes will not count against your score today.

ADJECTIVE CLAUSE LIST: which had several shingles missing - who came to replace the shingles - who is usually quite calm - that were placed under the leak - which had just been installed

1. Our roof began to leak.
   _______ (describes, comma needed) ______________________.
2. The living room rug was very wet.
   _______ (describes, comma needed) ______________________.
3. A repairman worked slowly.
   _______ (identifies, no comma needed) ______________________.
4. Several buckets kept the water from the carpet.
   _______ (identifies, no comma needed) ______________________.
5. My mother had to take an aspirin.
   _______ (describes, comma needed) ______________________.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

ADJECTIVE CLAUSES - STUDY PAGE

OBJECTIVE

Step by step, We will write Adjective Clauses. We will use who, which, and that pronouns to write Adjective Clauses.

STUDY IT

STUDY CHART

Today we will practice combining two sentences using Adjective Clauses that describe the subject.

My uncle is a farmer. He lives in Oregon.
My uncle, who lives in Oregon, is a farmer.

When we add who lives in Oregon to the first sentence, it describes (gives more information about) the subject. Commas are needed to set off the Adjective Clause.

Notice that when you read Adjective Clauses needing commas, there is a pause before and after the Adjective Clause. If you are in doubt as to whether or not to use commas, use the pause clue to help you.

The pie that I just made is delicious. No pause (identifies)

The pie, which had a delicious crust, was made this morning. Pause (describes)

A comma is used if the clause describes the subject, but is omitted if the clause is needed to identify the subject.

REVIEW IT

1. Today we will practice combining two sentences using Adjective Clauses that _________ the subject.
2. When we add who lives in Oregon to the first sentence, it ________ the subject.
3. ______ are needed to set off the Adjective Clause.
4. Notice that when you read Adjective Clauses needing commas, there is a ________ before and after the Adjective Clause.
5. If you are in doubt as to whether or not to use commas, use the pause clue to help you.

Building Writing Competency

PRACTICE PAGE

Page 104
Level 6
Series 11
Practice B

INFORMATION CAVE

When we are combining sentences, often we can use either the first or second sentence as the Adjective Clause. Today, since we are using commas, use the Adjective Clause that describes (offers information about) the subject.

We can combine two sentences that refer to the same subject by using who or which Adjective Clauses. (We will not use that because it usually identifies the subject and is used without commas.)

Our garden is growing. It was planted in May.

A. *Our garden, which was planted in May, is growing.*

TRY IT

DIRECTIONS FOR 'TRY IT': Combine the pairs of sentences below by using who or which to make one of the sentences into an Adjective Clause. Be sure to use the sentences that you think describes the subject rather than identifies the subject.

Our garden is growing. It was planted in May.

A. ______________________________.

My mother planned the garden. She loves fresh vegetables.

B. ______________________________.

WRITE IT

DIRECTIONS FOR 'WRITE IT': Combine the pairs of sentences below by using who or which to make one of the sentences into an Adjective Clause. Be sure to use the sentences that you think describes the subject rather than identifies the subject.

The radishes are my favorite. They are crispy and hot.

1. ______________________________.

Our dog likes to help me dig. He is silly.

2. ______________________________.

Our neighbor has a bigger garden. He is retired.

3. ______________________________.

Sometimes our neighbor helps me work our garden. He is very kind.

4. ______________________________.

My brother is studying farming. He is going to college at Davis.

5. ______________________________.

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

ADJECTIVE CLAUSES - STUDY PAGE

OBJECTIVE

Step by step, We will write Adjective Clauses. We will use who, which, and that pronouns to write Adjective Clauses.

STUDY IT

STUDY CHART

Yesterday, we combined two sentences by using who or which to change one sentence into an Adjective Clause that described the subject.

We can use an Adjective Clause to combine two sentences that tell about the same subject. When we write sentences, we often begin the second sentence with a pronoun that refers to the subject in the first sentence.

The boy had the flu. He is better. (boy-subject = He-pronoun/subject)

The boy who had the flu is better.

REMEMBER: Who - person subject nouns Which - thing subject nouns
That - either person or thing subject nouns

A comma is used if the clause describes the subject, but is omitted if the clause is needed to identify the subject.

That clauses usually do not use a comma.

REVIEW IT

1. Yesterday, we combined two sentences by using ___ or ______ to change one sentence into an Adjective Clause that described the subject.
2. We can use Adjective Clauses to combine two sentences that tell about the same ______.
3. Often these sentences use a ________ in the second sentence that refers to the subject in the first sentence.
4. Who - ______ subject nouns
5. Which - ______ subject nouns
7. That - ______ person or thing subject nouns

Building Writing Competency

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Level 6
Series 11
Practice C

PRACTICE PAGE

INFORMATION CAVE

Sometimes we can use who, which, or that clauses to combine two sentences that tell about the same subject. Frequently, more than one arrangement is possible. Notice how the comma is used if the clause describes but omitted if the clause is needed to identify the subject: FOR EXAMPLE.

A. The boy had the flu. He is better.

The boy who had the flu is better. OR
The boy, who is better, had the flu.

TRY IT

DIRECTIONS FOR 'TRY IT': Combine the pairs of sentences below by using who, which, or that to make one of the sentences into an Adjective Clause. Do your best to use commas correctly, but comma mistakes will not count against your score.

The boy had the flu. He is better.
A. ______________________________.
The doctor examined me. He gave me medicine.
B. ______________________________.

WRITE IT

DIRECTIONS FOR 'WRITE IT': Combine the pairs of sentences below by using who, which, or that to make one of the sentences into an Adjective Clause.

The workman carried the lumber. He is very strong.
1. ______________________________.
A noise bothered me. It was coming from the cave.
2. ______________________________.
The girls had heard the sound before. They were not frightened.
3. ______________________________.
The race was held on Friday. It was the longest.
4. ______________________________.
The runner flashed by. He was in the lead.
5. ______________________________.

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

ADJECTIVE CLAUSES - STUDY PAGE

OBJECTIVE

Step by step, We will write Adjective Clauses. We will use who, which, and that pronouns to write Adjective Clauses.

STUDY IT

STUDY CHART

Today we will think and write our own sentences with Adjective Clauses.

Each sentence must have:

A subject	An Adjective Clause	A predicate
The boy	who found the dog	refused the reward.

Each Adjective Clause must have a subject. Who, Which, or That
Each Adjective Clause must have a predicate: found the dog
Each Adjective Clause that is needed to identify the subject does not need commas.
Each Adjective Clause that describes the subject, and needs a pause when read, should have commas before and after the clause.

Edward, who loves all animals, helped look for the lost dog.

REVIEW IT

1. Today we will think and write our own sentences with _______ _______.
2. Each sentence must have _ _______, _ _________ ______, and _ ___________.
3. Which three words will be used as subjects for the Adjective Clause? ____, _____, or _____.
4. Each Adjective Clause must have a ______.
5. Each Adjective Clause that _______ the subject, and needs a pause when read, should have _______ before and after the clause.
6. Each Adjective Clause that is _______ to identify the subject does not need ________.

Building Writing Competency

PRACTICE PAGE

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Level 6
Series 11
Practice D

INFORMATION CAVE

REMEMBER: Comma mistakes will not count against your score. Try to use commas if your Adjective Clauses describe and need pauses before and after. Do not use commas if your Adjective Clauses are needed to identify the subject.

We can think and write our own sentences using Adjective Clauses to identify or describe subjects. We will use Who with person subjects and we will use Which with thing subjects. We can use That to identify either person or thing subjects. FOR EXAMPLE:

Subject Who Adjective Clause Predicate
A. *The man who lost the dog offered a reward.*

DIRECTIONS FOR 'TRY IT': Think and write sentences to match the directions below. Be sure to match the subject with the directions for Who, Which, or That.

Subject Who Adjective Clause Predicate
A. ______________________________.
Subject Which Adjective Clause Predicate
B. ______________________________.

DIRECTIONS FOR 'WRITE IT': Think and write sentences to match the directions below. Be sure to match the subject with the directions for Who, Which, or That.

Subject That Adjective Clause Predicate
1. ______________________________.
Subject Who Adjective Clause Predicate
2. ______________________________.
Subject Which Adjective Clause Predicate
3. ______________________________.
Subject That Adjective Clause Predicate
4. ______________________________.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

'WRITE IT' CORRECTING BANK

PRACTICE A:

1. Our roof, which had several shingles missing, began to leak.
2. The living room rug, which had just been installed, was very wet.
3. A repairman who came to replace the shingles worked very slowly.
4. Several buckets that were placed under the leak kept the water from the carpet.
5. My mother, who is usually quite calm, had to take an aspirin.

PRACTICE B:

1. The radishes, which are crispy and hot, are my favorite.
2. Our dog, which is silly, likes to help me dig.
3. Our neighbor, who is retired, has a bigger garden.
4. Sometimes our neighbor, who is very kind, helps me work our garden.
5. My brother, who is going to college at Davis, is studying farming.

PRACTICE C:

1. The workman, who is very strong, carried the lumber.
2. A noise that was coming from the cave bothered me.
3. The girls who were not frightened had heard the sound before.
4. The race which was the longest was held on Friday.
5. The runner who was in the lead flashed by.

PRACTICE D:

1. Subject That Adjective Clause Predicate.
2. Subject Who Adjective Clause Predicate.
3. Subject Which Adjective Clause Predicate.
4. Subject That Adjective Clause Predicate.

BIGFOOT
BWC
MASTERY TEST

Building Writing Competency

Page 110
Level 6
Series 11
Practice: Mastery Test

ADJECTIVE CLAUSES

- Read the directions and write your sentences on a separate paper.
- Think and write sentences to match the directions below. Be sure to match the subject with the directions for Who, Which, or That.

  Do your best to use commas correctly, but comma mistakes will not count against your score.

EXAMPLE: The story that she read to us was titled "Comma Sense".

Subject That Adjective Clause Predicate
1. ____.

Subject Who Adjective Clause Predicate
2. ____.

Subject Which Adjective Clause Predicate
3. ____.

Subject That Adjective Clause Predicate
4. ____.

APPOSITIVES - STUDY PAGE

OBJECTIVE

Step by step, we will write using Appositives. We will add detail to sentences using Appositives to rename or provide more information about the subject.

STUDY IT

STUDY CHART

We have been adding detail to sentences using Adjective Clauses.

We can add detail to the sentence subjects by using Appositives to rename or provide more information about the subject.

Nat Spray, a fireman, spoke to our class.

The bicycle, a new 10-speed, was on the front lawn.

We will use commas before and after our Appositives in this series of lessons.

Notice that Appositives act in much the same way as Adjective Clauses except that they do not begin with who, which, and that pronouns and generally do not contain a predicate.

Enjoy this last series of lessons on Sentence Development.

REVIEW IT

1. We have been adding detail to sentences using ________ ______.
2. We can add detail to the sentence subjects by using __________ to rename or provide more information about the subject.
3. We will use ______ before and after our Appositives in this lesson.
4. Notice that Appositives act in much the same way as Adjective Clauses except that they do not begin with ___, ___, and _____ pronouns and generally do not contain a predicate.

Building Writing Competency

PRACTICE PAGE

Page 112
Level 6
Series 12
Practice A

INFORMATION CAVE

We can choose Appositives from an Appositive List and use them to rename or provide more information about the subject. We will use a comma before and after the Appositive. For example:

APPOSITIVE LIST: a birthday present - our principal

Mrs. Campbell presented the awards.

A. *Mrs. Campbell, our principal, presented the awards.*

TRY IT

DIRECTIONS FOR 'TRY IT': Choose an Appositive from the Appositive List below to rename or provide more information about the subject in each sentence. Use commas before and after each Appositive.

APPOSITIVE LIST: a birthday present - our principal

Mrs. Campbell presented the awards.

A. ____.

The red sweater was quite attractive.

B. ____.

WRITE IT

DIRECTIONS FOR 'WRITE IT': Choose an Appositive from the Appositive List below to rename or provide more information about the subject in each sentence. Use commas before and after each Appositive.

APPOSITIVE LIST: jogging - Ann - a VW Rabbit - my friend

His new car uses little gasoline.

1. ____.

My friend spent the night.

2. ____.

Ann spent the night.

3. ____.

My favorite exercise keeps me in excellent shape.

4. ____.

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

APPOSITIVES - STUDY PAGE

OBJECTIVE

Step by step, we will write using Appositives. We will add detail to sentences using Appositives to rename or provide more information about the subject.

STUDY IT

STUDY CHART

Yesterday we added detail to sentences using Appositives to rename or provide more information about the subject.

Today we will use Appositives to add detail to nouns in the predicate.

The program speaker was Nat Spray, a fireman.

We saw Split Ear Drums, the famous rock group.

Use a comma in front of the Appositive.

We can think and write our own Appositives to rename or provide more information about nouns in the predicate.

REVIEW IT

1. Yesterday we added detail to sentences using Appositives to ________ or provide more information about the subject.
2. Today we will use Appositives to add detail to nouns in the ______________.
3. Use a comma in front of the ______________.
4. We can think and write our own Appositives to __________ ____ ________ ______ ______________ ______ nouns in the predicate.

Building Writing Competency

PRACTICE PAGE

Page 114
Level 6
Series 12
Practice B

INFORMATION CAVE

We can think up our own Appositives to rename or provide more information about predicate nouns. For example:

The book was written by Nat Club.

A. *The book was written by Nat Club, famous golfer.*

The book was written by the famous hunter.

B. *The book was written by the famous hunter, Bo Arrow.*

DIRECTIONS FOR 'TRY IT': Think and write your own Appositives to rename or provide more information about predicate nouns in the sentences below. Remember to place a comma between the noun and the Appositive.

The book was written by Nat Club.

A. ____.

The book was written by the famous hunter.

B. ____.

DIRECTIONS FOR 'WRITE IT': Think and write your own Appositives to rename or provide more information about predicate nouns in the sentences below. Remember to place a comma between the noun and the Appositive.

I met my best friend.

1. ____.

We ate in a nearby restaurant.

2. ____.

I gave the note to my teacher.

3. ____.

I gave the note to Mr. Smith.

4. ____.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

APPOSITIVES - STUDY PAGE

OBJECTIVE

Step by step, we will write using Appositives.
We will add detail to sentences using Appositives to rename or provide more information about subject and predicate nouns.

STUDY IT

STUDY CHART

We have added detail to sentences by using Appositives to rename or provide more information about subject and predicate nouns.

For the last two lessons on sentence skills we will think and write our own sentences and we will think and write our own Appositives. Bigfoot, a skilled writer, will give directions to help us.

Subject	+ Predicate ending with noun	+ Appositive.
The operation	was performed by Dr. Dull,	a famous surgeon.
The race	was won by a fourth grader,	Skip Along.

Subject	+ Appositive	+ Predicate
A new student,	Pam Smith,	entered our class today.
The movie,	a frightening ghost story,	was called "Happy Days".

REVIEW IT

1. We have added detail to sentences by using Appositives to ______ or ________ _____ ____________ ______ subject and predicate nouns.
2. For the last two lessons on sentence skills we will ______ ____ ______ ____ ____ __________ and we will think and write our own ____________.
3. Bigfoot, a skilled writer, will give __________ to help us.
4. Think of some examples of sentences with Appositives to match these directions.

Subject + Predicate ending with noun + Appositive.

Subject + Appositive + Predicate.

Building Writing Competency

PRACTICE PAGE

Page 116
Level 6
Series 12
Practice C

INFORMATION CAVE

We can use Bigfoot's directions to help us think and write our own sentences with Appositives. For example:

Subject + Appositive + Predicate.

A. *Clint Westwood, an off-duty policeman, helped solve the mystery.*

Subject + Predicate ending with a noun + Appositive.

B. *My brother washed his car, a new SW1212.*

DIRECTIONS FOR 'TRY IT': Use Bigfoot's directions to write your own sentences and Appositives. Be sure to use commas before and after Appositives in the middle of the sentence and a comma before the Appositive at the end of the sentence.

Subject + Appositive + Predicate.

A. ____.

Subject + Predicate ending with a noun + Appositive.

B. ____.

DIRECTIONS FOR 'WRITE IT': Use Bigfoot's directions to write your own sentences and Appositives. Be sure to use commas before and after Appositives in the middle of the sentence and a comma before the Appositive at the end of the sentence.

Subject + Appositive + Predicate.

1. ____.

Subject + Predicate ending with a noun + Appositive.

2. ____.

Subject + Appositive + Predicate.

3. ____.

Subject + Predicate ending with a noun + Appositive.

4. ____.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

APPOSITIVES - STUDY PAGE

OBJECTIVE

Step by step, we will write using Appositives.
We will add detail to sentences using Appositives to rename or provide more information about subject and predicate nouns.

STUDY IT

STUDY CHART

We are adding detail to sentences using Appositives.

Appositives rename or provide more information about subject or predicate nouns.

Subject + Appositive + Predicate.

Our teacher, a former space pilot, helped us write a play.

Subject + Predicate ending with a noun + Appositive.

We discovered a new planet, Farwun.

You can use two Appositives in a sentence. Do not use this kind of sentence very often.

Subject + Appositive + Predicate ending with a noun + Appositive

Farwun, about the size of earth, was inhabited by Farfars, a gentle peace loving people.

REVIEW IT

1. We are adding detail to sentences using ____________. Appositives _______ or ________ _____ ___________ about subject or predicate nouns.
2. You can use _____ Appositives in a sentence.
3. Do not use this kind of sentence ___ _____.
4. Think of examples of sentences to match these directions:
   Subject + Appositive + Predicate.
   Subject + Predicate ending with a noun + Appositive.
   Subject + Appositive + Predicate ending with a noun + Appositive.

Building Writing Competency

PRACTICE PAGE

Page 118
Level 6
Series 12
Practice D

INFORMATION CAVE

We can use Bigfoot's directions to help us think and write our own sentences with Appositives. For example:

Subject + Appositive + Predicate.

A. *Jim Future, our class president, suggested we take a field trip.*

Subject + Predicate ending with a noun + Appositive.

B. *We rented a new spaceship, the Z Solar model.*

DIRECTIONS FOR 'TRY IT': Use Bigfoot's directions to write your own sentences and Appositives. Be sure to use commas before and after Appositives in the middle of the sentence and a comma before the Appositive at the end of the sentence.

Subject + Appositive + Predicate.

A. ______________________________.

Subject + Predicate ending with a noun + Appositive.

B. ____.

DIRECTIONS FOR 'WRITE IT': Use Bigfoot's directions to write your own sentences and Appositives. Be sure to use commas before and after Appositives in the middle of the sentence and a comma before the Appositive at the end of the sentence.

Subject + Appositive + Predicate.

1. ______________________________.

Subject + Predicate ending with a noun + Appositive.

2. ____.

Subject + Appositive + Predicate.

3. ______________________________.

Subject + Predicate ending with a noun + Appositive.

4. ____.

Subject + Appositive + Predicate ending with a noun + Appositive.

5. ____.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

'WRITE IT' CORRECTING BANK

PRACTICE A:

1. His new car, a VW Rabbit, uses little gasoline.
2. My friend, Ann, spent the night.
3. Ann, my friend, spent the night.
4. My favorite exercise, jogging, keeps me in excellent shape.

PRACTICE B:

1. I met my best friend, (Appositive) .
2. We ate in a nearby restaurant, (Appositive) .
3. I gave the note to my teacher, (Appositive) .
4. I gave the note to Mr. Smith, (Appositive) .

PRACTICE C:

1. Subject Appositive Predicate.
2. Subject Predicate ending with a noun Appositive.
3. Subject Appositive Predicate.
4. Subject Predicate ending with a noun Appositive.

PRACTICE D:

1. Subject Appositive Predicate.
2. Subject Predicate ending with a noun Appositive.
3. Subject Appositive Predicate.
4. Subject Predicate ending with a noun Appositive.
5. Subject Appositive Predicate ending with a noun Appositive.

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

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Level 6
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Practice: Mastery Test

APPOSITIVES

Read the directions and write your sentences on a separate paper.

Think and write sentences to match the directions below. Be sure to use commas before and after Appositives in the middle of the sentence and a comma before the Appositive at the end of the sentence.

FOR EXAMPLE: Subject + Appositive + Predicate.
My dog, Superbow, is very smart.

Subject + Predicate ending with a noun + Appositive.
He barks at Mr. Dracula, our neighbor.

Subject + Appositive + Predicate.
1. ______________________________.
Subject + Predicate ending with a noun + Appositive.
2. ____.
Subject + Appositive + Predicate.
3. ______________________________.
Subject + Predicate ending with a noun + Appositive.
4. ____.

PARAGRAPHS - DETAIL SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write Detail Sentences. We will think and write Detail Sentences that give examples to explain the Main Idea Sentence.

STUDY IT

STUDY CHART

A paragraph is a group of sentences that tells about the same idea.

A Main Idea Sentence tells what the paragraph is about. Detail Sentences tell more about the Main Idea Sentence. We will write Detail Sentences that give examples to explain the Main Idea Sentence.

The first sentence of a paragraph is indented. (Leave a space about two fingers wide between the margin and the beginning of the first sentence.)

Like this:

My dog is silly. He barks when the telephone rings. Sometimes he sleeps in the middle of the street.

My dog is silly is the Main Idea Sentence. A Main Idea Sentence signals and limits the idea of the paragraph. He barks when the telephone rings. Sometimes he sleeps in the middle of the street. These sentences are Detail Sentences. Detail Sentences give examples to explain the Main Idea Sentence.

REVIEW IT

1. A paragraph is a group of sentences that tells about the ____ ____.
2. A Main Idea Sentence tells what the paragraph is _____.
3. Detail Sentences tell more about the ____ _____ ________.
4. We will write Detail Sentences that give _______ to explain the Main Idea Sentence.
5. The first sentence of a paragraph is ________.
6. We leave a space about ___ _______ wide between the margin and the beginning of the first sentence.
7. The sentence My dog is silly is the ____ ____ Sentence.
8. He barks when the telephone rings. Sometimes he sleeps in the middle of the street. These sentences are ______ Sentences.
9. A Main Idea Sentence signals and limits the ____ of the paragraph.
10. Detail Sentences give examples to explain the ____ ____ ________.

Building Writing Competency

PRACTICE PAGE

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Series 13
Practice A

INFORMATION CAVE

We can rewrite a Main Idea Sentence and a Detail Sentence. As we rewrite, we can see how the Main Idea Sentence tells the important idea of the paragraph. We can see how the first Detail Sentence tells more about the Main Idea Sentence. Then we can think and write one more Detail Sentence to finish out the paragraph.

Like this:

My birthday party was fun. We played in the back yard.

(Your turn. Think and write something else that gives an example to explain why your birthday party was fun.)

TRY IT

DIRECTIONS FOR 'TRY IT': On your separate paper rewrite the Main Idea Sentence and the first Detail Sentence from the Information Cave. Then think and write your own sentence from the second Detail Sentence. DON'T FORGET TO INDENT.

To be correct, your sentences must: 1. Make sense 2. Follow TRY IT directions 3. Follow all rules you have learned in earlier language lessons 4. Have words spelled correctly that you can find on this paper or words that you have studied in spelling (but spelling mistakes will not count against you). DO NOT ASK YOUR TEACHER TO SPELL OTHER NEW WORDS because that would interfere with the lesson.

WRITE IT

DIRECTIONS FOR 'WRITE IT': Rewrite the Main Idea Sentence and the first Detail Sentence below on your separate paper. Then think and write your own sentence for the second Detail Sentence. Look over your paper carefully before exchanging with your partner.

We had a great time on our camping trip. We cooked hot dogs over the campfire. (Your turn. Think and write something else that might be fun on a camping trip.)

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

PARAGRAPHS - DETAIL SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write Detail Sentences. We will think and write Detail Sentences that give examples to explain the Main Idea Sentence.

STUDY IT

STUDY CHART

A paragraph is a group of sentences that tells about the same idea.

A Main Idea Sentence tells what the paragraph is about. Detail Sentences tell more about the Main Idea Sentence. We will write Detail Sentences that give examples to explain the Main Idea Sentence.

The first sentence of a paragraph is indented. (Leave a space about two fingers wide between the margin and the beginning of the first sentence.) Like this:

I have learned many language skills this year. I learned how to use capitals and punctuation. Learning about subjects and predicates helped me write better sentences.

I have learned many language skills this year is the Main Idea Sentence. A Main Idea Sentence signals and limits the idea of the paragraph. I learned how to use capitals and punctuation and Learning about subjects and predicates helped me write better sentences are Detail Sentences. Detail Sentences give examples to explain the Main Idea Sentence.

REVIEW IT

1. A paragraph is a group of sentences that tells about the ____ ____.
2. A Main Idea Sentence tells what the paragraph is ____.
3. Detail Sentences tell more about the ____ ____ ________.
4. We will write Detail Sentences that give ______ to explain the Main Idea Sentence.
5. The first sentence of a paragraph is ______.
6. We leave a space about ___ ______ wide between the margin and the beginning of the first sentence.
7. Think of some other Detail Sentences that would give examples to explain the Main Idea Sentence I have learned many language skills this year.

Building Writing Competency

PRACTICE PAGE

INFORMATION CAVE

We can rewrite a Main Idea Sentence and one Detail Sentence. Then we can think and write one more Detail Sentence that gives an example to explain the Main Idea Sentence.

Like this:

I have learned many language skills this year. I learned to use subjects and predicates step by step. (Your turn. Think and write one more Detail Sentence that gives an example to explain what you have learned in language.)

DIRECTIONS FOR 'TRY IT': On your separate paper, rewrite the Main Idea Sentence and the Detail Sentence from the Information Cave. Then think and write one more Detail Sentence that gives an example to explain the Main Idea Sentence.

For this lesson, you have a word list to help you spell. DO NOT ASK YOUR TEACHER TO SPELL OTHER NEW WORDS because that would interfere with the lesson.

To be correct, your sentences must: 1. Make sense 2. Follow TRY IT directions 3. Follow all rules you have learned in earlier language lessons 4. Have words spelled correctly that you can find on this paper or words that you have studied in spelling (but spelling mistakes will not count against you).

WORD LIST: run-ons, adjectives, adverbs, capitals, periods, verb, nouns, question marks

DIRECTIONS FOR 'WRITE IT': Rewrite the Main Idea Sentence and Detail Sentence below. Then think and write one more Detail Sentence that gives an example to explain the Main Idea Sentence. It is important to spell correctly words that you have studied in spelling, but spelling mistakes will not count against you. DO NOT ASK YOUR TEACHER HOW TO SPELL NEW WORDS because that would interfere with the lesson.

Our cafeteria serves many tasty foods. The pizza is spicy and juicy. (Your turn. Think and write one more Detail Sentence that gives an example to explain the tasty foods the cafeteria serves.)

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

PARAGRAPHS - DETAIL SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write Detail Sentences. We will think and write Detail Sentences that give examples to explain the Main Idea Sentence.

STUDY IT

STUDY CHART

A paragraph is a group of sentences that tells about the same idea.

A Main Idea Sentence tells what the paragraph is about. Detail Sentences tell more about the Main Idea Sentence. We will write Detail Sentences that give examples to explain the Main Idea Sentence.

The first sentence of a paragraph is indented. (Leave a space about two fingers wide between the margin and the beginning of the first sentence.)

Like this:

Bill and Tom are good friends. They enjoy doing things together. Bill helps Tom with his homework.

Bill and Tom are good friends is the Main Idea Sentence. A Main Idea Sentence signals and limits the idea of the paragraph. They enjoy doing things together and Bill helps Tom with his homework are Detail Sentences. Detail Sentences give examples to explain the Main Idea Sentence.

REVIEW IT

1. A paragraph is a group of sentences that tells about the ____ ____.
2. A Main Idea Sentence tells what the paragraph is _____.
3. Detail Sentences tell more about the ____ _____ ________.
4. We will write Detail Sentences that give ________ to explain the Main Idea Sentence.
5. The first sentence of a paragraph is ________.
6. We leave a space about ___ _______ wide between the margin and the beginning of the first sentence.
7. Think of some other Detail Sentences that would give examples to explain the Main Idea Sentence Bill and Tom are good friends.

Building Writing Competency

PRACTICE PAGE

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Series 13
Practice C

INFORMATION CAVE

We can rewrite a Main Idea Sentence and one Detail Sentence. Then we can think and write two more Detail Sentences that give examples to explain the Main Idea Sentence.

Like this:

Bill and Tom are good friends. They enjoy doing things together. (Your turn. Think and write two more Detail Sentences that give examples to explain why Bill and Tom are good friends.)

DIRECTIONS FOR 'TRY IT': On your separate paper, rewrite the Main Idea Sentence and the Detail Sentence from the Information Cave. Then think and write two more Detail Sentences that give examples to explain the Main Idea Sentence.

To be correct, your sentences must: 1. Make sense 2. Follow TRY IT directions 3. Follow all rules you have learned in earlier language lessons 4. Have words spelled correctly that you can find on this paper or words that you have studied in spelling (but spelling mistakes will not count against you). DO NOT ASK YOUR TEACHER TO SPELL OTHER NEW WORDS because that would interfere with the lesson.

DIRECTIONS FOR 'WRITE IT': Rewrite the Main Idea Sentence and Detail Sentence below. Then think and write two more Detail Sentences that give examples to explain the Main Idea Sentence. It is important to spell correctly words that you find on this paper or words that you have studied in spelling, but spelling mistakes will not count against you. DO NOT ASK YOUR TEACHER HOW TO SPELL NEW WORDS because that would interfere with the lesson.

I have many plans for this summer. I intend to sleep late every morning. (Your turn. Think and write two more Detail Sentences that give examples to explain your plans for this summer.)

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

PARAGRAPHS - DETAIL SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write Detail Sentences. We will think and write Detail Sentences that give examples to explain the Main Idea Sentence.

STUDY IT

STUDY CHART

A paragraph is a group of sentences that tells about the same idea.

A Main Idea Sentence tells what the paragraph is about. Detail Sentences tell more about the Main Idea Sentence. We will write Detail Sentences that give examples to explain the Main Idea Sentence.

The first sentence of a paragraph is indented. (Leave a space about two fingers wide between the margin and the beginning of the first sentence.)

Like this:

I try to help out at our house. (Today we will be thinking and writing our own Detail Sentences.)

I try to help out at our house is the Main Idea Sentence. A Main Idea Sentence signals and limits the idea of the paragraph. Detail Sentences give examples to explain the Main Idea Sentence.

REVIEW IT

1. A paragraph is a group of sentences that tells about the ____ ____.
2. A Main Idea Sentence tells what the paragraph is _____.
3. Detail Sentences tell more about the ____ _____ ________.
4. We will write Detail Sentences that give ________ to explain the Main Idea Sentence.
5. The first sentence of a paragraph is ________.
6. We leave a space about ___ _______ wide between the margin and the beginning of the first sentence.
7. Think of some other Detail Sentences that would give examples to explain the Main Idea Sentence I try to help out at our house.

INFORMATION CAVE

We can rewrite a Main Idea Sentence and think and write our own Detail Sentences that give examples to explain the Main Idea Sentence.

Like this:

I try to help out at our house. (Your turn. Think and write three of your own Detail Sentences that give examples of what you do to help at your house.)

TRY IT

DIRECTIONS FOR 'TRY IT': On your separate paper, rewrite the Main Idea Sentence from the Information Cave. Then think and write three Detail Sentences that give examples to explain the Main Idea Sentence.

To be correct, your sentences must: 1. Make sense 2. Follow TRY IT directions 3. Follow all rules you have learned in earlier language lessons 4. Have words spelled correctly that you can find on this paper or words that you have studied in spelling (but spelling mistakes will not count against you). DO NOT ASK YOUR TEACHER TO SPELL OTHER NEW WORDS because that would interfere with the lesson.

WRITE IT

DIRECTIONS FOR 'WRITE IT': Rewrite the Main Idea Sentence below. Then think and write three Detail Sentences that give examples to explain the Main Idea Sentence. It is important to spell correctly words that you find on this paper or words that you have studied in spelling, but spelling mistakes will not count against you. DO NOT ASK YOUR TEACHER HOW TO SPELL NEW WORDS because that would interfere with the lesson.

I enjoy many T.V. programs. (Your turn. Think and write three Detail Sentences that give examples to explain the T.V. programs you enjoy.)

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

'WRITE IT' CORRECTING BANK

PRACTICE A:

We had a great time on our camping trip. We cooked hot dogs over the campfire. (This sentence must be a Detail Sentence that gives another example of what you did on your camping trip.)

1. The first sentence must be indented.
2. The Main Idea Sentence and Detail Sentence must be copied correctly.
3. Each sentence must have correct capitalization, punctuation, subject and predicate, and follow the skills you have learned for writing sentences.

PRACTICE B:

Our cafeteria serves many tasty foods. The pizza is spicy and juicy. (This sentence must be a Detail Sentence that gives one more example of the tasty foods our cafeteria serves.)

1. The first sentence must be indented.
2. The Main Idea Sentence and Detail Sentence must be copied correctly.
3. Each sentence must have correct capitalization, punctuation, subject and predicate, and follow the skills you have learned for writing sentences.

PRACTICE C:

I have many plans for this summer. I intend to sleep late every morning. (These two sentences must be Detail Sentences that give more examples of your plans for this summer.)

1. The first sentence must be indented.
2. The Main Idea Sentence and Detail Sentence must be copied correctly.
3. Each sentence must have correct capitalization, punctuation, subject and predicate, and follow the skills you have learned for writing sentences.

PRACTICE D:

I enjoy many T.V. programs. (These three sentences must be Detail Sentences that give more examples to explain the T.V. programs you enjoy.)

1. The Main Idea Sentence must be copied correctly.
2. Your Detail Sentences must make sense.
3. Each sentence must have correct capitalization, punctuation, subject and predicate, and follow the skills you have learned for writing sentences.

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

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PARAGRAPHS - DETAIL SENTENCES

☛ Read the directions and write your sentences on a separate paper.

☛ Rewrite the Main Idea Sentence given below and then think and write three Detail Sentences that give examples to explain the Main Idea Sentence.

I have many plans for this summer.

PARAGRAPHS - DETAIL SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will think and write Detail Sentences that give examples in time order to explain the Main Idea Sentence.

STUDY IT

STUDY CHART

Last week we used Detail Sentences that gave examples to explain the Main Idea Sentence.

This week we will write paragraphs using Detail Sentences that give examples in time order to explain the Main Idea Sentence.

We have words that give us clues to time order. These words help us put Detail Sentences in time order: first, second, third, then, next, after that, last, and finally.

Frying an egg is easy. First I put a little butter in a pan. Then I break an egg into the pan. Next I cook the egg for three days. Finally I remember to turn on the stove burner.

Frying an egg is easy is the Main Idea Sentence. A Main Idea Sentence SIGNALS and LIMITS the idea of the paragraph. The other sentences are Detail Sentences in time order. Detail Sentences give EXAMPLES TO EXPLAIN the Main Idea Sentence.

First, next, then, and finally are time order words.

REVIEW IT

1. Last week we used Detail Sentences that gave ________ to explain the Main Idea Sentence.
2. This week we will write paragraphs using Detail Sentences that give examples __ ____ _____ to explain the Main Idea Sentence.
3. We have words that give us clues to ____ _____.
4. Frying an egg is easy is the ____ ____ Sentence.
5. The other sentences are Detail Sentences in ____ _____.
6. First, next, then, and finally are ____ _____ words.

INFORMATION CAVE

We can write paragraphs with Detail Sentences that give examples in time order to explain the Main Idea Sentence. In today's lesson we will learn more about the words that give time order clues. We will arrange mixed Detail and Main Idea Sentences into correct order. We can pick out the Main Idea Sentence by finding the sentence that tells what the paragraph is about. Then we can use order words to arrange the Detail Sentences.

Then I put peanut butter on the bread.
Finally I sit down to enjoy my sandwich.
First I get out bread, peanut butter, and a knife.
It is easy to make a peanut butter sandwich.

Time order words: first, second, third, then, next, after that, last, and finally

TRY IT

DIRECTIONS FOR 'TRY IT': Write the paragraph in the Information Cave correctly by putting the sentences in correct time order.

Remember to indent your Main Idea Sentence.

WRITE IT

DIRECTIONS FOR 'WRITE IT': Write the sentences below as a paragraph with the correct time order. Be sure to indent your Main Idea Sentence.

Next we borrowed some tools from my dad.

We built a special tree house.

First we collected scraps of lumber.

After that we nailed the floor, sides, and roof to a special place in the tree.

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

PARAGRAPHS - DETAIL SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will think and write Detail Sentences that give examples in time order to explain the Main Idea Sentence.

STUDY IT

STUDY CHART

We are writing paragraphs using Detail Sentences that give examples in time order to explain the Main Idea Sentence.

We can use words that give us clues to time order. These words help us put Detail Sentences in time order.

Time order words: first, second, third, then, next, last, after that, and finally

I cleaned my room Saturday. First I cleaned the floor. Next I changed the sheets on my bed. Then I dusted under the bed. Finally I took the 153 pairs of dirty socks from my closet.

Notice we use different order words for each sentence. It would be boring to start each sentence with the same word even if it made sense. Then I..... Then I..... Then I.....

We are not using and as the first word of any of our sentences.

REVIEW IT

1. We are writing paragraphs using Detail Sentences that give examples __ ___ ____ to explain the Main Idea Sentence.
2. We can use words that give us ____ to time order.
3. These words help us put Detail Sentences in ___ ____.
4. Notice we use ________ order words for each sentence. It would be ______ to start each sentence with the same word even if it made sense.
5. We are not using ___ as the first word of any of our sentences.

Building Writing Competency

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Level 6
Series 14
Practice B

PRACTICE PAGE

INFORMATION CAVE

We can rewrite a Main Idea Sentence and a Detail Sentence. As we rewrite, we can see how the Main Idea Sentence tells the most important idea of the paragraph. We can see how the first Detail Sentence is arranged in time order to tell more about the Main Idea Sentence. Then we can think up one more Detail Sentence to finish out the paragraph. Use time order words such as: first, second, third, then, next, after that, last, finally.

Like this:

I cleaned my room. First I cleaned the floor. Next..... (Your turn to think and write one more time order Detail Sentence to finish the paragraph.)

Notice we do not use an order word twice in a paragraph. It would be boring to start each sentence with the same word even if it made sense. Then I..... Then I..... Then I.....

REMEMBER: We are not using and as the first word of any of our sentences.

TRY IT

DIRECTIONS FOR 'TRY IT': On your separate paper rewrite the Main Idea Sentence and the Detail Sentence from the Information Cave. Then think and write one of your own sentences to add to the paragraph. DON'T FORGET TO INDENT.

To be correct, your sentences must: 1. Make sense 2. Follow directions 3. Follow all rules you have learned in earlier language lessons. It is important to spell correctly words that you can find on this paper or words that you have studied in spelling, but spelling mistakes will not count against you. DO NOT ASK YOUR TEACHER TO SPELL OTHER NEW WORDS because that would interfere with the lesson.

WRITE IT

DIRECTIONS FOR 'WRITE IT': Rewrite the Main Idea Sentence and the first Detail Sentence below on your separate paper. Then think and write one of your own Detail Sentences in time order to finish the paragraph. Look over your paper carefully before exchanging with your partner. Use words such as: first, second, third, then, next, after that, last, finally.

I worked hard in school today. First I did all my reading.

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

PARAGRAPHS - DETAIL SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will think and write Detail Sentences that give examples in time order to explain the Main Idea Sentence.

STUDY IT

STUDY CHART

We are writing paragraphs using Detail Sentences that give examples in time order to explain the Main Idea Sentence.

We are using time order words that give clues to help us put our Detail Sentences in order.

Time order words: first, second, third, then, next, last, after that, and finally

Mom said we could have a picnic if we helped her. First we ate breakfast and did the dishes. Next..... After that.....

Notice that we use different time order words for each sentence. It would be boring to start each sentence with the same word. Then I..... Then I..... Then I..... Next I..... Next I.....

We are not using and as the first word of any of our sentences.

REVIEW IT

1. We are writing paragraphs using Detail Sentences that give examples __ ____ _____ to explain the Main Idea Sentence.
2. We are using ____ _____ _____ that give clues to help us put our Detail Sentences in order.
3. Some time order words are: _____, ______, _____, ____, ____, ______, _____ ____, and ______.
4. Think of some time order Detail Sentences to follow the Main Idea Sentence in the Study Chart.
5. Notice that we use different ____ _____ _____ for each sentence.
6. It would be boring to start each sentence with the ____ ____.
7. We are not using ____ as the first word of any of our sentences.

Building Writing Competency

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Practice C

PRACTICE PAGE

INFORMATION CAVE

We can rewrite a Main Idea Sentence and a time order Detail Sentence. Then we can think and write two more time order Detail Sentences. Use words such as: first, second, third, then, next, after that, last, finally.

Mom said we could have a picnic if we helped her. First we ate breakfast and did the dishes. Next..... After that,.... or Finally.. ... or At last.....

TRY IT

DIRECTIONS FOR 'TRY IT': On your separate paper rewrite the Main Idea Sentence and the time order sentence in the Information Cave. Then think and write two more time order Detail Sentences that give examples of the Main Idea Sentence.

To be correct, your sentences must: 1. Make sense 2. Follow directions 3. Follow all rules you have learned in earlier language lessons. It is important to spell correctly words that you can find on this paper or words that you have studied in spelling, but spelling mistakes will not count against you. DO NOT ASK YOUR TEACHER TO SPELL OTHER NEW WORDS because that would interfere with the lesson.

WRITE IT

DIRECTIONS FOR 'WRITE IT': Rewrite the Main Idea Sentence and the time order sentence below. Then think and write two more time order sentences that give examples of the Main Idea Sentence.

I cooked a big, tasty breakfast last Sunday. First I picked some fresh strawberries from our garden. (Your turn to think and write two more Detail Sentences.)

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

PARAGRAPHS - DETAIL SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will think and write Detail Sentences that give examples in time order to explain the Main Idea Sentence.

STUDY IT

STUDY CHART

We are writing paragraphs using Detail Sentences that give examples in time order to explain the Main Idea Sentence.

We are using time order words that give clues to help us put our Detail Sentences in order.

Time order words: first, second, third, then, next, after that, last, finally

I have everything planned for a perfect weekend. First..... Then..... Next..... Finally

Notice that we use different time order words for each sentence. It would be boring to start each sentence with the same word. Then I..... Then I..... Then I.....Next I..... Next I.....

We are not using and as the first word of any of our sentences.

REVIEW IT

1. We are writing paragraphs using Detail Sentences that give examples __ ____ _____ to explain the Main Idea Sentence.
2. We are using ____ _____ _____ that give clues to help us put our Detail Sentences in order.
3. Some time order words are: _____, ______, _____, ____, ____, _____ ____, ____, _______.
4. Think of some time order Detail Sentences to follow the Main Idea Sentence in the Study Chart.
5. Notice that we use different ____ _____ _____ for each sentence.
6. It would be boring to start each sentence with the ____ ____.
7. We are not using ____ as the first word of any of our sentences.

Building Writing Competency

PRACTICE PAGE

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Level 6
Series 14
Practice D

INFORMATION CAVE

We can rewrite a Main Idea Sentence. Then we can think and write all three time order Detail Sentences to give examples of the Main Idea Sentence. Use order words such as: first, second, third, then, next, after that, last, finally.

I have everything planned for a perfect weekend. (Your turn to write three time order Detail Sentences to give examples of the Main Idea Sentence.)

DIRECTIONS FOR 'TRY IT': Rewrite the Main Idea Sentence from the Information Cave. Then think and write three time order Detail Sentences to give examples of the Main Idea Sentence.

To be correct, your sentences must: 1. Make sense 2. Follow directions 3. Follow all rules you have learned in earlier language lessons. It is important to spell correctly words that you can find on this paper or words that you have studied in spelling, but spelling mistakes will not count against you. DO NOT ASK YOUR TEACHER TO SPELL OTHER NEW WORDS because that would interfere with the lesson.

DIRECTIONS FOR 'WRITE IT': Rewrite the Main Idea Sentence below. Then think and write three time order Detail Sentences to give examples of the Main Idea Sentence.

I saw an exciting ghost story on T.V.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

'WRITE IT' CORRECTING BANK

PRACTICE A:

Your paragraph must be indented and you must use all of each line.

We built a special tree house. First we collected scraps of lumber. Next we borrowed some tools from my dad. After that we nailed the floor, sides, and roof to a special place in the tree.

PRACTICE B:

I worked hard in school today. First I did all my reading. (This sentence must be a Detail Sentence that gives an example in time order of what you did in school today.)

To be correct, your sentence must: 1. Make sense 2. Follow directions 3. Follow all rules you have learned in earlier language lessons.

PRACTICE C:

I cooked a big, tasty breakfast last Sunday. First I picked some fresh strawberries from our garden. (These two sentences must be Detail Sentences that give examples in time order of what you cooked for breakfast.)

To be correct, your sentences must: 1. Make sense 2. Follow directions 3. Follow all rules you have learned in earlier language lessons.

PRACTICE D:

I saw an exciting ghost story on T.V. (These three sentences must be Detail Sentences that give examples in time order of the ghost story you saw.)

To be correct, your sentences must: 1. Make sense 2. Follow directions 3. Follow all rules you have learned in earlier language lessons.

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

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Level 6
Series 14
Practice: Mastery Test

PARAGRAPHS - TIME ORDER SENTENCES

- Read the directions and write your sentences on a separate paper.
- Rewrite the Main Idea Sentence below and then think and write three time order Detail Sentences to give examples of the Main Idea Sentence.
- Use time order words such as: first, second, third, then, next, after that, last, finally. Use different order words for each sentence.

We are not using and as the first word of any of our sentences.

Our class had a great time today.

PARAGRAPHS - MAIN IDEA SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write Main Idea Sentences. We will think and write Main Idea Sentences to match related Detail Sentences.

STUDY IT

STUDY CHART

We have practiced writing Detail Sentences that give examples in time order to explain the Main Idea Sentence.

Now we will practice writing our own Main Idea Sentences to signal and limit the idea of the Detail Sentences. First we will read a list of related Detail Sentences (sentences with ideas that go together).

> We packed our camping gear and checked our maps for a good place to camp.
>
> Friday afternoon, we drove to a lake in the mountains.
>
> Saturday and Sunday, we fished, hiked, and swam.

Then we will think of an example of a Main Idea Sentence to signal and limit the Detail Sentences. We are writing the Main Idea Sentence as the FIRST sentence of the paragraph.

> We went camping last weekend.
>
> We had a great time last weekend.

REVIEW IT

1. We have practiced writing ______ ________ that give examples in time order to explain the Main Idea Sentence.

2. Now we will practice writing our own ___ ____ ________ to signal and limit the idea of the Detail Sentences.

3. First we will read a list of related Detail Sentences (sentences with ideas that __ ________).

4. Now think of other Main Idea Sentences that could signal and limit the Detail Sentences.

Building Writing Competency

PRACTICE PAGE

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Series 15
Practice A

INFORMATION CAVE

For the Try It step, we can think and write a Main Idea Sentence that will signal and limit the related Detail Sentences. Related Detail Sentences are sentences with ideas that go together. For our Write It step, we will write a correct paragraph using our Main Idea Sentence as the first sentence of the paragraph. Then we will add the Detail Sentences.

List of related Detail Sentences:

We packed our camping gear and checked our maps for a good place to camp.

Friday afternoon, we drove to a lake in the mountains.

Saturday and Sunday, we fished, hiked, and swam.

TRY IT

DIRECTIONS FOR 'TRY IT': Think and write a Main Idea Sentence that will signal and limit related Detail Sentences in the Information Cave. Write your Main Idea Sentence on your separate paper. Do not go on until your teacher has checked your Main Idea Sentence.

WRITE IT

DIRECTIONS FOR 'WRITE IT': Use your Main Idea Sentence and the related Detail Sentences in the Information Cave to write a correct paragraph. Use the Main Idea Sentence as the first sentence of your paragraph.

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

PARAGRAPHS - MAIN IDEA SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write Main Idea Sentences. We will think and write Main Idea Sentences to match related Detail Sentences.

STUDY IT

STUDY CHART

We are practicing writing Main Idea Sentences that signal and limit the related Detail Sentences (sentences with ideas that go together).

Today we will learn even more about the difference between Main Idea Sentences and Detail Sentences by thinking and writing one of each.

Related Detail Sentences:

First we drove to Grandmother's early Christmas morning.
Then we opened our presents and had a big breakfast.

Think of a Main Idea Sentence that could signal and limit the related Detail Sentences.

Think of Detail Sentences that could be added to the Detail Sentences above.

REVIEW IT

1. We are practicing writing Main Idea Sentences that signal and limit the ______ Detail Sentences (sentences with ideas that go together).
2. Today we will learn even more about the difference between Main Idea Sentences and ______ ________ by thinking and writing ___ of ____.
3. Think of a Main Idea Sentence that could signal and limit the related Detail Sentences.
4. Think of Detail Sentences that could be added to the Detail Sentences above.
5. Related sentences are sentences that __ _______.

Building Writing Competency

PRACTICE PAGE

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Level 6
Series 15
Practice B

INFORMATION CAVE

We can learn more about writing Main Idea Sentences and Detail Sentences by thinking and writing each kind of sentence. First we will read and think about how two Detail Sentences are related. Then we will use that information to write a Main Idea Sentence and a Detail Sentence for our Try It step. For the Write It step, we will use all the sentences to write a correct paragraph.

Related Detail Sentences:

First we drove to Grandmother's early Christmas morning.
Then we opened our presents and had a big breakfast.

DIRECTIONS FOR 'TRY IT': Read the Detail Sentences in the Information Cave. On your separate paper, write a Main Idea Sentence that will signal and limit the Detail Sentences. Then think of another Detail Sentence that would be an example of the Main Idea Sentence. Do not go on until your teacher has checked your Main Idea Sentence.

DIRECTIONS FOR 'WRITE IT': Use your Main Idea Sentence, your Detail Sentence, and the two sentences from the Information Cave to write a correct paragraph.

REMEMBER: Begin your paragraph with the Main Idea Sentence.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected _after_ scores are marked.

PARAGRAPHS - MAIN IDEA SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write Main Idea Sentences. We will think and write Main Idea Sentences to match related Detail Sentences.

STUDY IT

STUDY CHART

We are practicing writing Main Idea Sentences that signal and limit the related Detail Sentences.

You know that the Main Idea Sentence is like a story title and that each Detail Sentence is an example that relates to the story title.

Today we will learn even more about the difference between Main Idea Sentences and Detail Sentences by thinking and writing each kind of sentence.

Related Detail Sentences:

Bears enjoy eating meat.
They will also feed on berries, nuts, and acorns.

Think of a Main Idea Sentence that could signal and limit related Detail Sentences.

Think of Detail Sentences that could be added to the Detail Sentences above. (Hint: honey, fruit, roots)

REVIEW IT

1. We are practicing writing ____ ____ ________ that signal and limit the related Detail Sentences.
2. You know that the Main Idea Sentence is like a ____ ____ and that each Detail Sentence is an example that relates to the story title.
3. Today we will learn even more about the difference between Main Idea Sentences and Detail Sentences by thinking and writing ____ ____ of sentence.
4. Think of a Main Idea Sentence that could signal and limit related Detail Sentences.
5. Think of Detail Sentences that could be added to the Detail Sentences above.

Building Writing Competency

PRACTICE PAGE

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Level 6
Series 15
Practice C

INFORMATION CAVE

We will learn more about writing Main Idea Sentences and Detail Sentences by thinking and writing each kind of sentence. First we will look at the two related Detail Sentences. Then for our Try It step, we will think and write a Main Idea Sentence to signal and limit the two Detail Sentences. We will write one more Detail Sentence. For the Write It step, we will use the Main Idea Sentence and all the Detail Sentences to write a correct paragraph.

Related Detail Sentences:

Bears enjoy eating meat.
They also feed on berries, nuts, and acorns.

TRY IT

DIRECTIONS FOR 'TRY IT': Read the Detail Sentences in the Information Cave. On your separate paper, write a Main Idea Sentence that will signal and limit the Detail Sentences. Then think of one more Detail Sentence that would be an example of the Main Idea Sentence. Do not go on until your teacher has checked your Main Idea Sentence and Detail Sentence.

WRITE IT

DIRECTIONS FOR 'WRITE IT': Now use your Main Idea Sentence, your Detail Sentence, and the two sentences from the Information Cave to write a correct paragraph.

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

PARAGRAPHS - MAIN IDEA SENTENCES - STUDY PAGE

OBJECTIVE

Step by step, we will write Main Idea Sentences. We will think and write Main Idea Sentences to match related Detail Sentences.

STUDY IT

STUDY CHART

We have practiced writing Main Idea Sentences and Detail Sentences that list examples to explain the Main Idea Sentence.

Today we will practice writing our own paragraph. If you have trouble telling the difference between the Main Idea Sentence and Detail Sentences you may use the order words with the Detail Sentences. This will make writing your own paragraph easier.

Some order words are: First, second, next, then, after that, later, finally, at last, and last.

REVIEW IT

1. We have practiced writing Main Idea Sentences and Detail Sentences that ____ ________ to explain the Main Idea Sentence.
2. If you have trouble telling the difference between the Main Idea Sentence and Detail Sentences you may use the ____ _____ with the Detail Sentences.
3. Some order words are: First, ______, ____, ____, after that, _____, finally, __ ____, and last.
4. Let's think of some Main Idea and Detail Sentences that could be used to write your own paragraph.

INFORMATION CAVE

We will use a Main Idea Sentence and Detail Sentences to write a correct paragraph.

The Main Idea Sentence is like a story title that tells what the paragraph is about. The Detail Sentences list examples to explain the Main Idea Sentence. Order words will help you write Detail Sentences:

First, second, next, then, after that, later, finally, at last, and last.

TRY IT

DIRECTIONS FOR 'TRY IT': Write a Main Idea Sentence on your separate paper. Do not go on until your teacher has checked your Main Idea Sentence.

WRITE IT

DIRECTIONS FOR 'WRITE IT': On your separate paper, write a correct paragraph. Use your Main Idea Sentence to think and write three Detail Sentences.

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

'WRITE IT' CORRECTING BANK

PRACTICE A:

(This sentence must be a Main Idea Sentence that signals and limits the idea of going camping.) We packed our camping gear and checked our maps for a good place to camp. Friday afternoon, we drove to a lake in the mountains. Saturday and Sunday, we fished, hiked, and swam.

To be correct, your first sentence must be indented. Each sentence must have correct capitalization, punctuation, subjects, predicates, and subject/verb agreement. The Main Idea Sentence should signal and limit the idea of the paragraph.

PRACTICE B:

(This sentence must be a Main Idea Sentence that signals and limits the idea of Christmas at Grandmother's.) First we drove to Grandmother's early Christmas morning. Then we opened our presents and had a big breakfast. (This sentence must be a Detail Sentence that supports the idea of spending Christmas at Grandmother's.)

To be correct, your first sentence must be indented. Each sentence must have correct capitalization, punctuation, subjects, predicates, and subject/verb agreement. The Main Idea Sentence should signal and limit the idea of the paragraph. The Detail Sentence must support the Main Idea Sentence.

PRACTICE C:

(This sentence must be a Main Idea Sentence that signals and limits the idea of what bears eat.) Bears enjoy eating meat. They will also feed on berries, nuts, and acorns. (This sentence must be a Detail Sentence that supports the idea of what bears eat.)

To be correct, your first sentence must be indented. Each sentence must have correct capitalization, punctuation, subjects, predicates, and subject/verb agreement. The Main Idea Sentence should signal and limit the idea of the paragraph. The Detail Sentence must support the Main Idea Sentence.

PRACTICE D:

(This sentence must be a Main Idea Sentence that signals and limits the idea of the Detail Sentences. These three sentences must be Detail Sentences that support the Main Idea Sentence.)

To be correct, your first sentence must be indented. Each sentence must have correct capitalization, punctuation, subjects, predicates, and subject/verb agreement. The Main Idea Sentence should signal and limit the idea of the paragraph. The Detail Sentences must support the Main Idea Sentence.

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

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Practice: Mastery Test

PARAGRAPHS - MAIN IDEA SENTENCES

- Read the directions and write your paragraph on a separate paper.

- Begin your correct paragraph by writing a Main Idea Sentence to signal and limit the idea to follow. Then finish your paragraph by writing three Detail Sentences to give examples supporting the Main Idea Sentence.

PARAGRAPHS - OPINIONS - STUDY PAGE

OBJECTIVE

Step by step, we will write a Main Idea Sentence that states an opinion and Detail Sentences that state reasons to support the opinion.

STUDY IT

STUDY CHART

We have been writing paragraphs with Detail Sentences that give examples to support the Main Idea Sentence.

For our last series of lessons on paragraphs, we will use a Main Idea Sentence that states an opinion and Detail Sentences that give reasons for the opinion.

> I believe we need to turn on the fan in our classroom during warm afternoons. Yesterday, the temperature was a sizzling 100 degrees in the afternoon. When the fan is on, the temperature cools by four degrees. The temperature is cooler, and the fan makes a pleasant breeze.

The Main Idea Sentence is an opinion that a person thinks or believes. The Detail Sentences are mostly facts that can be checked to make sure they are true.

Using many of the sentence skills that we have learned will be an important part of this lesson. Notice the adjectives, adverbs, the complex sentence, and the compound sentence used in our paragraph.

REVIEW IT

1. We have been writing paragraphs with Detail Sentences that give examples to ______ the Main Idea Sentence.
2. For our last series of lessons on paragraphs, we will use a Main Idea Sentence that states an ______ and Detail Sentences that give ______ for the opinion.
3. The Main Idea Sentence is an opinion that a person thinks or believes.
4. The Detail Sentences are _____ that can be checked to make sure they are true.
5. Using as many of the sentence skills that we have learned will be an ________ part of this lesson.

Building Writing Competency

PRACTICE PAGE

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Series 16
Practice A

INFORMATION CAVE

We can read a Main Idea Sentence that states an opinion and a Detail Sentence that gives reasons for the opinion. Then we can think and write two more Detail Sentences that give more reasons to support the opinion. The more facts we use as reasons (statements that can be checked to see if they are true), the better we support our opinion.

We have many interesting events at our school. Each September we have a talent show. (Your turn to write one more Detail Sentence. Use adjectives and adverbs to add detail to your sentences. Try to use either a compound sentence or a complex sentence.

DIRECTIONS FOR 'TRY IT': Write the opinion Main Idea Sentence and the reason Detail Sentence from the Information Cave as the beginning of your paragraph. Then think and add one more Detail Sentence that gives a reason to support the Main Idea Sentence. Use facts for your Detail Sentence if you can. Try to use either a compound sentence or a complex sentence. Do not go on until your teacher has checked you paragraph.

DIRECTIONS FOR 'WRITE IT': Begin your paragraph by writing both the opinion Main Idea Sentence and the Detail Sentence below. Then think and add one more Detail Sentence that gives a reason to support the Main Idea Sentence. Use facts for your Detail Sentence if you can. Try to use either a compound sentence or a complex sentence.

I feel that I learned a lot in language this year. Earlier in the year, I learned about important sentence parts. (Your turn to write one more Detail Sentence. Use adjectives and adverbs to add detail to your sentences.)

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

PARAGRAPHS - OPINIONS - STUDY PAGE

OBJECTIVE

Step by step, we will write a Main Idea Sentence that states an opinion and Detail Sentences that state reasons to support the opinion.

STUDY IT

STUDY CHART

We are writing paragraphs with a Main Idea Sentence that states an opinion and Detail Sentences that state reasons to support the opinion. We are using the skills that we learned earlier such as adjectives (adding detail to nouns), adverbs (adding detail to verbs), compound sentences (two related clauses joined with and, but, or, so), and complex sentences (using when, after, if, because to write a dependent clause).

Today we will read Detail Sentences that state reasons and then think of our own opinion Main Idea Sentence. Then we will think of one more Detail Sentence to support the Main Idea Sentence.

Since facts make the best reasons to support opinions, most of our Detail Sentences will use facts.

Listed below are two sentences that could be used as Detail Sentences to state reasons:

Traveling by train is less expensive than flying. I feel safer on a train because trains have fewer accidents than cars or planes.

Can you think of a Main Idea sentence that would state an opinion to introduce the reason Detail Sentences given above?

I think trains are the best way to travel. OR *You should travel by train.* OR *More people should travel by train.*

Now think of examples of Detail sentences that would give more reasons:

Trains do not cause as much pollution as other means of travel. OR *Viewing scenery is much easier from a train than from other means of travel.*

REVIEW IT

1. We are writing paragraphs with a Main Idea Sentence that states an _______ and Detail Sentences that state _______ to support the opinion.
2. We are using the skills that we learned earlier such as _________ (adding detail to nouns), _______ (adding detail to verbs), ________ sentences (two related clauses joined with and, but, or, so), and _______ sentences (using when, after, if, because to write a dependent clause).
3. Today we will read Detail Sentences that state reasons and then think of our own _______ Main Idea Sentence.
4. We will think of one more _____ Sentence to support the Main Idea Sentence.

INFORMATION CAVE

We can read Detail Sentences that give reasons to support an opinion. We can think and write our own opinion Main Idea Sentence

____.

There were many spelling errors in the book. The author used nothing but short sentences, and the only adjectives used were the words nice and good. Not one word was used to describe the setting or the characters.

TRY IT

DIRECTIONS FOR 'TRY IT': Write a paragraph by thinking of a Main Idea opinion and adding it to the Detail Sentences in the Information Cave. Be sure to use the Main Idea Sentence as the first sentence.

WRITE IT

DIRECTIONS FOR 'WRITE IT': Write a paragraph by thinking of a Main Idea opinion and adding it to the Detail Sentences below. Be sure to use the Main Idea Sentence as the first sentence.

____.

The characters and setting were described clearly. The author mixed the kind of sentences, and the adjectives were the most precise I have seen in a book.

CHECK IT

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

PARAGRAPHS - OPINIONS - STUDY PAGE

OBJECTIVE

Step by step, we will write a Main Idea Sentence that states an opinion and Detail Sentences that state reasons to support the opinion.

STUDY IT

STUDY CHART

We are writing paragraphs with a Main Idea Sentence that states an opinion and Detail Sentences that state reasons to support the opinion. We are using skills that we learned earlier such as: adjectives, adverbs, compound subjects, compound predicates, compound sentences, and complex sentences.

Today we will be making up our own paragraphs, but we will give you some ideas for opinions for the Main Idea Sentence.

You know that using facts for your reasons offers better support for your opinion.

> We should cut down on the sugar we eat. Sugar has been proven to cause tooth decay. When some children eat too much sugar, they become nervous or cranky.

REVIEW IT

1. We are writing paragraphs with a Main Idea Sentence that states an _______ and Detail Sentences that state _______ to support the opinion.

2. We are using the skills that we learned earlier such as: __________, _______, ________ subjects, compound __________, ________ __________, and _______ sentences.

3. Today we will be making up our own paragraphs, but we will give you some ideas for ________ for the Main Idea Sentence.

4. You know that using _____ for your reasons offers better support for your opinion.

INFORMATION CAVE

We will write a paragraph with a Main Idea Sentence that states an opinion. Then we will write three Detail Sentences to give reasons to support the Main Idea Sentence. (There is no TRY IT step today.)

Use facts to help support your opinion. Use the skills you have been taught in earlier lessons to:

- -add detail by using adjectives and adverbs.
- -avoid run-ons.
- -add interest by using compound subjects and predicates, compound sentences, and complex sentences.

Below are sample ideas for writing an opinion Main Idea Sentence. These are groups of words to suggest ideas. You must add to them to make a complete Main Idea Sentence.

- To read a book	- Not to read a book
- To see a T.V. program	- Not to see a T.V. program
- To save energy	- To avoid pollution
- To buy something	- Not to buy something
- To eat or drink something	- Not to eat or drink something

DIRECTIONS FOR 'WRITE IT': Write a paragraph with a Main Idea Sentence that states an opinion. Then write three Detail Sentences to give reasons to support the Main Idea Sentence. You may choose a topic from the Information Cave or you may use one of your own. Try to use a compound subject and/or predicate, a compound sentence, and a complex sentence.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected _after_ scores are marked.

PARAGRAPHS - OPINIONS - STUDY PAGE

OBJECTIVE

Step by step, we will write a Main Idea Sentence that states an opinion and Detail Sentences that state reasons to support the opinion.

STUDY IT

STUDY CHART

We are writing paragraphs with a Main Idea Sentence that states an opinion and Detail Sentences that state reasons to support the opinion. We are using skills that we learned earlier such as: adjectives, adverbs, compound subjects, compound predicates, compound sentences, and complex sentences.

Today we will be making up our own paragraphs, but we will give you some ideas for opinions for the Main Idea Sentence.

You know that using facts for your reasons offers better support for your opinion.

> I think that our teacher should read the book, Shamu: The Killer Whale to our class. The book tells the real and exciting story of the capture of a killer whale. Shamu was the first killer whale to be raised at Sea World. Because of Shamu, scientists were able to discover that the killer whale is really intelligent, playful, and friendly to man.

REVIEW IT

1. We are writing paragraphs with a Main Idea Sentence that states an ______ and Detail Sentences that state ______ to support the opinion.
2. We are using the skills that we learned earlier such as: ________, ______, _______ subjects, compound _________, _______ ________, and ______ sentences.
3. Today we will be making up our own paragraphs, but we will give you some ideas for _______ for the Main Idea Sentence.
4. You know that using _____ for your reasons offers better support for your opinion.

INFORMATION CAVE

We will write a paragraph with a Main Idea Sentence that states an opinion. Then we will write three Detail Sentences to give reasons to support the Main Idea Sentence. (There is no TRY IT step today.)

Use facts to help support your opinion. Use the skills you have been taught in earlier lessons to:

-add detail by using adjectives and adverbs.
-avoid run-ons.
-add interest by using compound subjects and predicates, compound sentences, and complex sentences.

Below are sample ideas for writing an opinion Main Idea Sentence. These are groups of words to suggest ideas. You must add to them to make a complete Main Idea Sentence.

- To read a book	- Not to read a book
- To see a T.V. program	- Not to see a T.V. program
- To save energy	- To avoid pollution
- To buy something	- Not to buy something
- To eat or drink something	- Not to eat or drink something

DIRECTIONS FOR 'WRITE IT': Write a paragraph with a Main Idea Sentence that states an opinion. Then write three Detail Sentences to give reasons to support the Main Idea Sentence. You may choose a topic from the Information Cave or you may use one of your own. Try to use a compound subject and/or predicate, a compound sentence, and a complex sentence.

DIRECTIONS FOR CORRECTING: Exchange with your partner. Check each sentence on the page you are correcting by comparing with the sentence in the 'WRITE IT' CORRECTING BANK. Errors should be corrected after scores are marked.

'WRITE IT' CORRECTING BANK

PRACTICE A:

I feel that I learned a lot in language this year. Earlier in the year, I learned about important sentence parts. (This sentence must be a Detail Sentence that gives a reason to explain why you feel you learned a lot in language this year.)

To be correct, your first sentence must be indented. Each sentence must have correct capitalization, punctuation, subjects, predicates, and subject/verb agreement. Each Detail Sentence must support the Main Idea Sentence.

PRACTICE B:

(This sentence must be a Main Idea Sentence that states your opinion of a book.) The characters and setting were described clearly. The author mixed the kind of sentences, and the adjectives were the most precise I have seen in a book.

To be correct, your first sentence must be indented. Each sentence must have correct capitalization, punctuation, subjects, predicates, and subject/verb agreement. The Main Idea Sentence should signal and limit the idea of the paragraph. The Detail Sentence must support the Main Idea Sentence.

PRACTICE C:

(This sentence must be a Main Idea Sentence that states an opinion. These three sentences must be Detail Sentences to give reasons to support the Main Idea Sentence.)

To be correct, your first sentence must be indented. Each sentence must have correct capitalization, punctuation, subjects, predicates, and subject/verb agreement. The Main Idea Sentence should signal and limit the idea of the paragraph. The Detail Sentences must support the Main Idea Sentence.

PRACTICE D:

(This sentence must be a Main Idea Sentence that states an opinion. These three sentences must be Detail Sentences to give reasons to support the Main Idea Sentence.)

To be correct, your first sentence must be indented. Each sentence must have correct capitalization, punctuation, subjects, predicates, and subject/verb agreement. The Main Idea Sentence should signal and limit the idea of the paragraph. The Detail Sentences must support the Main Idea Sentence.

Building Writing Competency

BIGFOOT
BWC
MASTERY TEST

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Practice: Mastery Test

PARAGRAPHS - OPINIONS

Read the directions and write your paragraphs on a separate paper.

We have written paragraphs that:

- give examples to support or explain a Main Idea Sentence.
- give examples in time order to support a Main Idea Sentence.
- give reasons to support an opinion Main Idea Sentence.

Write two paragraphs for this Mastery Test. Use whichever kind of paragraphs that you prefer. You may use ideas for your paragraphs that you have used in past lessons, or you may use a new idea that is exciting or interesting to you. Each of your paragraphs must have a Main Idea Sentence and three Detail Sentences.

Here is a reminder list of skills for you to use:

1. Check for capitals, punctuation, subjects, predicates, subject/verb agreement, and make sure the first sentence of each paragraph is indented.
2. Use adjectives to add detail to nouns and adverbs to add detail to verbs.
3. Mix your sentences and words by using:
   - compound subjects, predicates, adjectives, and adverbs.
   - and, but, or, to join short sentences and signal how they relate.
   - when, after, if, because, to head one clause and signal how it relates to another clause.
4. Use conjunctions or capitals and periods to correct run-ons.
5. Check your sentences for all the tips above and to make sure you have spelled each word (that you know how to spell) properly.